

BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
OPEN PUBLIC MEETING

April 19, 2024

9:00 a.m.

Jerry Apodaca Education Building, Mabry Hall

300 Don Gaspar Avenue

Santa Fe, New Mexico

-AND-

Via Zoom Webinar

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219

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1 APPEARANCES

2 COMMISSIONERS:

3 PATRICIA GIPSON, Chair

4 STEVEN J. CARRILLO, Vice Chair

5 TIMOTHY E. BECK, Secretary

6 ALLAN BRAUER, Member

7 SHARON CLAHCHISCHILLIAGE, Member

8 STEWART INGHAM, Member

9 MICHAEL TAYLOR, Member

10

11 STAFF:

12

13 CORINA CHAVEZ Director

14 Charter School/Options for

15 Parents and Families Division

16

17 DR. BRIGETTE RUSSELL Deputy Director

18 Charter School/Options for

19 Parents and Families Division

20

21 LUCY VALENZUELA Authorizing Practices

22 Administrator

23 Charter School/Options for

24 Parents and Families Division

25

MELISSA BROWN Technical Assistant

(MISSY) and Training Administrator

Charter School/Options for

Parents and Families Division

CONSUELO CONSTANTINE Liaison to the PEC

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ATTACHMENT:

1. List of Attendees

6

1 THE CHAIR: Okay. Good morning, everyone.
 2 I'm going to bring to order this meeting of the
 3 Public Education Commission. It is Friday,
 4 April 18, 2024 (verbatim), and it is 9:03 a.m.
 5 Commissioner Beck, will you please do
 6 roll?
 7 SECRETARY BECK: Commissioner Burt, not
 8 here.
 9 Commissioner Taylor.
 10 COMMISSIONER TAYLOR: Here.
 11 SECRETARY BECK: Commissioner Armijo, not
 12 here.
 13 Commissioner Manis, not here.
 14 Commissioner Brauer.
 15 COMMISSIONER BRAUER: Here.
 16 SECRETARY BECK: Commissioner
 17 Clahchischilliage.
 18 COMMISSIONER CLAHCHISCHILLIAGE: Here.
 19 SECRETARY BECK: Commissioner Ingham.
 20 COMMISSIONER INGHAM: Here.
 21 SECRETARY BECK: Chair Gipson.
 22 THE CHAIR: Here.
 23 SECRETARY BECK: Vice Chair Carrillo.
 24 VICE CHAIR CARRILLO: Here.
 25 SECRETARY BECK: Secretary Beck, here.

7

1 We have a quorum of seven.
 2 THE CHAIR: Thank you very much. We do --
 3 we don't have any Commissioners on Zoom, but we do
 4 have people on Zoom listening. So I'm going to
 5 remind Commissioners to please use your -- your mic
 6 so that people can hear us. Thank you.
 7 We're now going to stand for the Pledge
 8 and the Salute to the New Mexico Flag, and the PEC's
 9 Mission and Vision Statement.
 10 (Pledge of Allegiance, Salute to the
 11 New Mexico Flag, and PEC's Mission and Vision
 12 Statement conducted.)
 13 THE CHAIR: We don't have to stand for
 14 that. Okay.
 15 We are on to Item No. 2, which is the
 16 discussion of the PEC Mission and Vision Statement
 17 as it informs PEC processes and -- oh, sorry.
 18 Shoot. That's my fault. Sorry.
 19 We're on to Item No. 2, which is Approval
 20 of the Agenda.
 21 VICE CHAIR CARRILLO: Motion to approve.
 22 THE CHAIR: That's my fault.
 23 COMMISSIONER INGHAM: Seconded.
 24 THE CHAIR: There's a motion by
 25 Commissioner Carrillo and a second by Commissioner

8

1 Ingham.
 2 We can. We can do a voice vote. Yes, we
 3 can. So all in favor.
 4 (Commissioners so indicate.)
 5 THE CHAIR: Opposed?
 6 (No response.)
 7 THE CHAIR: Hearing no opposition, the
 8 motion passes.
 9 We are on to Item No. 3, which is Open
 10 Forum.
 11 Before we begin, I'm going to remind
 12 people that we ask that you keep your comments to
 13 two minutes as best you can. And I'm also going to
 14 ask that you refrain from using individuals' names.
 15 You can use positions, if you're talking about
 16 someone in particular, but that you refrain from
 17 referring to someone specifically by name.
 18 We do not deal with personnel matters
 19 here, and it starts to encroach on that. So we're
 20 going to ask you to be respectful and please honor
 21 our wishes.
 22 So we're going to start with people on
 23 Zoom first. For everyone that wishes to speak, we
 24 do have a court reporter that's taking minutes. So
 25 I do ask you that, before you start, you state your

9

1 name and you spell your last name for the record.
 2 Missy?
 3 MS. MELISSA BROWN: Our first speaker is
 4 Shelly Richard. Go ahead and unmute yourself.
 5 FROM THE PUBLIC: Good morning,
 6 Commissioners. My name is Shelly Richard. I am an
 7 alumni of Alma d'Arte. Can you hear me?
 8 THE CHAIR: Yes, we can.
 9 FROM THE PUBLIC: Okay, great.
 10 Today I am going to read a statement
 11 written by a mother of a former Alma student who
 12 wasn't able to come to this meeting today. Her
 13 daughter has medical issues, and they weren't --
 14 they had some conflicting -- an appointment.
 15 So this is from Deanna Pugh (ph).
 16 My daughter Zoe was an artist. She had a
 17 talent, and she had a drive to practice every day.
 18 She just needed teachers to guide her.
 19 Unfortunately the school that once excited
 20 her and the people that made her feel she was not
 21 alone in the world changed. She was pushed out of
 22 art classes and told she needed to find another
 23 school that would honor her IEP and medical issues
 24 that caused her to miss classes.
 25 She said she was willing to make up the

<p style="text-align: right;">10</p> <p>1 work, just like she had been doing in the previous 2 year before this administration. She just wanted to 3 be in art classes.</p> <p>4 The administration at Alma d'Arte said 5 they only wanted students that attended all classes 6 every day and that Alma was no longer a place for 7 Zoe.</p> <p>8 Since then, I have tried to find a way for 9 her to take the GED so she can go on to college. I 10 tutored her in most areas, but I had to hire a math 11 tutor. I tried to sign her up for opportunities 12 that allow her artistic skills and self-esteem to 13 flourish. But she has completely given up on art. 14 My daughter was an artist, but she's not anymore 15 thanks to Alma d'Arte.</p> <p>16 Deanna Pugh.</p> <p>17 And then, for myself, I would just like to 18 say I am a graduate of Alma d'Arte. When I went to 19 school there, they had a flourishing and robust SpEd 20 program. I went into high school pretty behind on 21 my reading and writing skills. And thanks to the 22 help of Dr. Rodriguez and many other amazing staff, 23 they were able to get me a diagnosis and teach me 24 skills, help me succeed in the rest of my life.</p> <p>25 When I went to college, they handed me a</p>	<p style="text-align: right;">12</p> <p>1 much, Commissioners.</p> <p>2 THE CHAIR: Thank you so much.</p> <p>3 MS. MELISSA BROWN: Next we have Cindy 4 DeLanoy.</p> <p>5 FROM THE PUBLIC: Good morning. My name 6 is Cindy DeLanoy. Last name is D-e-L-a-n-o-y.</p> <p>7 I am with the Save Alma group. I don't 8 know if you remember. Last month I spoke. I am the 9 mother of the sophomore from Alma who hanged himself 10 after two weeks of being exposed to the 11 administration, the new administration, at Alma.</p> <p>12 I have an extreme problem right now, 13 because I didn't -- I have got no action whatsoever 14 from either the guidance -- the -- the -- the 15 council at Alma, nor the PED that I have complained 16 to, starting in October, regarding the principal at 17 Alma, who has a proven track record of bullying 18 students. And now he has caused the suicide of a 19 student. And he's still being allowed to keep his 20 credentials and lead at a school of sensitive 21 students.</p> <p>22 And it makes me very unhappy and very 23 angry that absolutely no action is being taken. And 24 I don't know what has to happen for something to be 25 done about an administration that bullies children</p>
<p style="text-align: right;">11</p> <p>1 nice thick manila envelope and told me to give it to 2 the university I was attending. And I did. And it 3 had everything I needed for all of my accommodations 4 already ready.</p> <p>5 And that's something that the students at 6 Alma d'Arte right now do not have. There's going to 7 be no beautiful packet, because there is no SpEd 8 coordinator there. They have maybe an EA that's 9 supposed to be in charge of it. But I didn't know 10 when I went to college that you needed a recent, 11 within a year's, reevaluation and all the paperwork 12 to be written up. I didn't know I needed any of the 13 things.</p> <p>14 But Dr. Rodriguez and the people who were 15 there knew what I needed, and I was able to go to 16 college and get a degree. And I don't think I would 17 have been able to do that without the accommodations 18 that I got.</p> <p>19 I am an artist, and I don't think I would 20 have had any of those things. I'm really worried 21 that the students at Alma, any SpEd students, are 22 just not getting what they need. And -- is it time? 23 THE CHAIR: Yes, it is. I'm sorry. I 24 didn't realize the alarm went off.</p> <p>25 FROM THE PUBLIC: Okay. Thank you very</p>	<p style="text-align: right;">13</p> <p>1 and continues to do so.</p> <p>2 My other son was an artist as well, and he 3 has given up. He had to take an entire year off, 4 because every time he tried to walk through the 5 halls after my son, Malachi, killed himself, the 6 administration would puff out his chest and glare at 7 him and give him other bullying tactics to try to 8 make Michael quit. And so Michael did.</p> <p>9 Because he could not be at that school, 10 because he, too, was being bullied simply because he 11 was an honor student, and he was a very talented, 12 gifted artist, and he had some mental health issues.</p> <p>13 And they didn't want to accommodate any of 14 that. They have no desire to have a decent school. 15 They just want to squash people and have everyone 16 under their thumb.</p> <p>17 And I don't know what to do besides what 18 I've done. I need something -- I need some kind of 19 action. I need to know what I have to do to have 20 some kind of action done to remove a dangerous 21 individual from the grips of children. It's not 22 okay. He has a history. Why is he being allowed to 23 continue to be around students? 24 Thank you very much for your time. I 25 appreciate it.</p>

14	<p>1 THE CHAIR: Thank you.</p> <p>2 MS. MELISSA BROWN: Next we have Kaila</p> <p>3 Brown. I'm -- need to find you.</p> <p>4 Go ahead and unmute yourself.</p> <p>5 FROM THE PUBLIC: Hello. My name is Kaila</p> <p>6 Brown, B-r-o-w-n.</p> <p>7 I want to start by validating the previous</p> <p>8 two statements. I'm a student at Alma d'Arte</p> <p>9 Charter High School. I'm a senior, been there all</p> <p>10 four years. And I'm here today to ask for your</p> <p>11 help.</p> <p>12 Alma d'Arte was a community-focused,</p> <p>13 art-centric high school that specialized in being a</p> <p>14 safe space for students that did not fit into</p> <p>15 societal norms. That school will never exist again</p> <p>16 because of the drastic negative effects left by this</p> <p>17 administration. In fact, currently, Alma is not a</p> <p>18 safe space by any metrics. It is an actively</p> <p>19 dangerous environment that is in need of immediate</p> <p>20 attention and action.</p> <p>21 The dismissal of all things related to</p> <p>22 mental health and student struggles has put the</p> <p>23 wellness and emotional safety of students at this</p> <p>24 school at risk. The constant illegal and immoral</p> <p>25 behavior from the principal and dean of students is</p>	16	<p>1 and time is not on your side. But if it is not</p> <p>2 clear by now, the principal and dean of students are</p> <p>3 actively causing harm, and the Alma school community</p> <p>4 is begging you for your immediate support.</p> <p>5 Thank you so much.</p> <p>6 THE CHAIR: Thank you so much.</p> <p>7 MS. MELISSA BROWN: Next we have Jeanne</p> <p>8 Brown.</p> <p>9 FROM THE PUBLIC: Good morning.</p> <p>10 THE CHAIR: Oh, sorry.</p> <p>11 FROM THE PUBLIC: My name is Jeanne Brown,</p> <p>12 B-r-o-w-n. Thank you for allowing me to give you my</p> <p>13 comments.</p> <p>14 So I would like to focus on the governing</p> <p>15 board at Alma d'Arte. I, too, am part of the</p> <p>16 Save Alma group, and I, too, affirm every speaker</p> <p>17 that has spoken so far.</p> <p>18 I would like to talk about the governing</p> <p>19 board's role in this failed year.</p> <p>20 So I just want to say I'm a parent of a</p> <p>21 student at Alma, and I have felt so abandoned this</p> <p>22 year, both by the administration, but especially for</p> <p>23 the board. When things went wrong -- so my daughter</p> <p>24 is -- my daughter is actually the previous speaker.</p> <p>25 And so I was there for the last failed</p>
15	<p>1 actively risking the education of Alma students and</p> <p>2 even past Alma grads.</p> <p>3 Students are given monetary favors and</p> <p>4 special privileges when they support administration,</p> <p>5 while any contradictory voices are either withdrawn</p> <p>6 illegally from the school or treated adversely,</p> <p>7 including constant surveillance and inequitable</p> <p>8 discipline.</p> <p>9 The heart and soul of education are our</p> <p>10 teachers, and any person who belittles, publicly</p> <p>11 shames, scrutinizes, and bullies them daily does not</p> <p>12 deserve to be in education.</p> <p>13 I am asking for an investigation into the</p> <p>14 principal and dean of students, because they should</p> <p>15 be stripped of any educational licensing they have</p> <p>16 for actively creating a harmful educational</p> <p>17 environment. They are a danger to others and</p> <p>18 students are the ones ultimately being penalized for</p> <p>19 it.</p> <p>20 I'm sure you have heard many different</p> <p>21 versions of the story. I want to caution you when</p> <p>22 it comes to the constant twisting and lying</p> <p>23 performed by the administration about struggles the</p> <p>24 school is having and about their involvement with</p> <p>25 it. I understand that you have to follow procedure,</p>	17	<p>1 administration where the last administrator was</p> <p>2 fired. So I was very concerned and very on top of</p> <p>3 it when they were hiring a new administrator.</p> <p>4 And when I saw the candidates, I went</p> <p>5 online right away and did my research. And I</p> <p>6 started contacting the board before a contract was</p> <p>7 even signed.</p> <p>8 I said, "You have not done your due</p> <p>9 deliberation when you look at the history of the</p> <p>10 candidate you're considering. This is not a</p> <p>11 strong -- this is not even -- not only not a strong</p> <p>12 candidate; this is a candidate with a huge flawed</p> <p>13 past."</p> <p>14 And so -- but the thing with the governing</p> <p>15 board is I never get any response. No one ever even</p> <p>16 contacts me back. No one ever even listens -- when</p> <p>17 we go to the governing board -- this last governing</p> <p>18 board on Monday, they actually canceled public</p> <p>19 comment because they're not listening.</p> <p>20 The governing board has just completely --</p> <p>21 I don't know -- even want to say. They -- they have</p> <p>22 abdicated their responsibility to be a board that is</p> <p>23 for the people of Las Cruces, for the students, for</p> <p>24 the teachers, for the parents.</p> <p>25 They -- they're -- I talked to a board</p>

18	<p>1 member that's no longer a board member that said his 2 votes were actually falsified in the meetings. So 3 there is just a huge problem with the board. 4 One of the problems is that the board's 5 screening procedure -- and I've been at these 6 meetings where candidates that are artists 7 themselves -- they're knowledgeable, they're 8 student-centered, they're community-centered -- and 9 they even get a vote to get on the board. 10 So what happens is this self-renewing 11 cycle of people who are not concerned with Alma's 12 interest are on the board and not serving our 13 community. 14 Please help. It's just layers of layers 15 of layers of parents and community members and 16 students not having anyone to help us this tragic 17 year. Thank you for listening. 18 THE CHAIR: Thank you. 19 MS. MELISSA BROWN: Next we have Katie 20 Rarick. 21 MS. KATIE RARICK: Hello, 22 Commissioner/Chair Gipson and PEC Commissioners. My 23 name is Katie Rarick, R-a-r-i-c-k. 24 I'm the current business manager for 25 Explore-Albuquerque, Explore-Las Cruces, and I also</p>	20	<p>1 information the day before I left the country. I 2 let her know I would do it the week I returned. It 3 was requested by April 11th, and I submitted it on 4 April 12th; so the information was provided, and a 5 notice was given that it would be late because of my 6 travels. 7 We are in April. And if steps have not 8 been taken at this point, I am not sure what a 9 formal CAP is going to do to correct any of the 10 findings. 11 All the schools I work with have taken the 12 necessary steps to correct any and all findings. 13 The audit process starts again in two 14 months. So if the corrections we have made have not 15 been adequate, that will be apparent in the FY2024 16 audit. If there are recurrent findings, that seems 17 like a more appropriate time to initiate this 18 process. 19 Thank you. 20 THE CHAIR: Thank you. Is that the end of 21 folks on Zoom? 22 MS. MELISSA BROWN: It is not. We have 23 Karen Woerner. But she -- there she is. 24 MS. MELISSA BROWN: Go ahead, Karen 25 Woerner.</p>
19	<p>1 work with Monte del Sol, and we're transitioning 2 them right now for me to become their business 3 manager. 4 I wanted to add public comment to address 5 the CAP recommendation from the CSD Director. The 6 communication during this process has not been 7 clear, and the reasons for CSD's request remain 8 unclear. 9 We had already provided a management 10 response to auditors, which the school's auditor and 11 State Auditor approved. In addition to the 12 management response provided to the auditor, I 13 discussed all findings and action steps taken to 14 address those findings during my CSD site visit. 15 Why did we have to submit a CAP in 16 response to a request from CSD, when the PED has in 17 place any of these schools on a CAP? To my 18 knowledge, the CSD Director does not have the 19 authority to issue a CAP without the PEC's approval. 20 Also, it remains unclear to me why 21 Explore-Albuquerque, Explore-Las Cruces, and Monte 22 del Sol were singled out as needing to provide 23 additional information beyond the standard audit 24 process. 25 The CSD Director asked for the CAP</p>	21	<p>1 MS. KAREN WOERNER: Good morning, 2 Commissioners. Madam Chair, Commissioners, this is 3 Karen Woerner. Last name, W-o-e-r-n-e-r. Good to 4 see you today. 5 I have two comments. One is about the -- 6 what Ms. Rarick was just speaking about, the 7 proposed CAP for Explore Academy and Explore 8 Academy-Las Cruces. 9 I want you to know that the schools were 10 well aware of the issues that eventually led to 11 those findings and responded prior to the audit by 12 changing the business managers. 13 In fact, Explore Academy took a hit on its 14 renewal analysis for making two school business 15 officer changes in one school year as a result. But 16 it was necessary for the financial stability of the 17 school. 18 I think that was the ultimate corrective 19 action, and it is unclear to me what more is 20 expected by the Charter Schools Division. 21 The second comment is about school 22 supplies, including Chromebooks. And I have to 23 apologize. I missed the work session, or this 24 section of the work session yesterday due to my work 25 obligations.</p>

<p style="text-align: right;">22</p> <p>1 But, first, I could attest to the cost of 2 school supplies required by traditional schools, as 3 I spent \$200 a year when my children were students, 4 and that was a while ago. Explore does require a 5 Chromebook, which generally costs around \$200. One 6 Chromebook generally lasts for the school's entire 7 time at Explore. 8 It's not an annual purchase. 9 And if this is going to be -- oh. And I 10 want to also attest that Explore does offer 11 Chromebooks for students who can't afford one. It's 12 in all of our literature. And we process that 13 through -- primarily through Free and Reduced Lunch 14 students, but also other students who have hardship 15 that -- even if they don't qualify for Free and 16 Reduced Lunch. 17 If this is going to be regulated by the 18 PEC regarding supplies, which I don't know what your 19 intent is here today, then I think every school, 20 traditional and charter, need to stop requiring kids 21 to buy pencils and Kleenex and colored pencils and 22 markers and paper and dry-erase markers, et cetera, 23 and not charge any additional fees. 24 I know that this Chromebook issue is a -- 25 has been a very targeted issue on our site visits</p>	<p style="text-align: right;">24</p> <p>1 January of 2022, I was informed of the -- I informed 2 the school of my son's health conditions and asked 3 for an evaluation of special education so that 4 support could be put in place for him. 5 My initial request was made to former 6 administration and the current dean of students. 7 When I made this request, I was not given 8 a copy of my parental rights procedures or 9 safeguards, so I was not sure of how the process 10 would proceed. 11 I was told that they would reach out to me 12 to get a 504 plan and meeting scheduled. 13 Over the next two years, I would contact 14 the school and ask to speak to an administrator over 15 and over, and, again, request the 504 plan to be 16 started. I was always told they were in meetings, 17 and I was never called back. 18 In fact, even with the knowledge of my 19 son's many diagnoses, the dean of students has 20 instead bullied my son on numerous occasions. 21 I, as well as my son's therapist, provided 22 documentation to the school of my son's diagnosis. 23 But it seems that they no longer have copies of the 24 documentation provided to them. 25 I finally became so frustrated that I</p>
<p style="text-align: right;">23</p> <p>1 from the Charter Schools Division. But I have not 2 heard of complaints from any of our families. 3 So thank you for your time and for 4 listening. 5 MS. MELISSA BROWN: That is everybody we 6 have on Zoom. 7 Now we have Michelle Trujillo. If you 8 could come up to the desk here, please. 9 THE CHAIR: There's a button on the mic. 10 A little green light has to be on. Feel free to sit 11 if you're more comfortable sitting. 12 FROM THE FLOOR: Thank you. Good morning, 13 and thank you for allowing me to speak today. My 14 name is Michelle Trujillo, T-r-u-j-i-l-o. This is 15 my advocate, Yvette Jimenez. 16 My son, Justin Trujillo, currently attends 17 Alma d'Arte Charter School. Justin has been 18 diagnosed with holes in his retina, non-alcoholic 19 fatty liver disease -- I'm sorry -- as well as 20 severe anxiety and severe depression. 21 These chronic health conditions and mental 22 health diagnosis could potentially qualify him for a 23 special education or 504 plan. 24 Upon attending -- I'm sorry. 25 Upon starting school at Alma d'Arte in</p>	<p style="text-align: right;">25</p> <p>1 called the PED and was given a link to write a State 2 complaint. The PED also contacted the school, at 3 which time a meeting was finally set up by the 4 principal. 5 Can I continue? 6 THE CHAIR: If you can finish up, yes. 7 FROM THE FLOOR: I was led to understand 8 it would be a 504 meeting. But on March 22nd, it 9 was not a 504 meeting, but, instead, a meeting to 10 discuss having a 504 meeting. 11 During this meeting, my son was placed on 12 a modified schedule. 13 There still is no 504 in place. I still 14 have not had a meeting for a 504. I was only 15 reached out when I finally filed a State complaint. 16 Because of my son's -- because he hasn't 17 been placed on a 504, he's in jeopardy of losing 18 credits. Right now he goes for three hours a day. 19 Please help. I don't know what else to 20 do. I filed a complaint. I've reached out -- I've 21 reached out to the governing board, everybody on the 22 governing board, only for their response to tell me, 23 "We'll take it under advisement and include our 24 administrator." 25 I don't know what else to do at this</p>

26

1 point. My son needs his education. Thank you.
 2 THE CHAIR: Thank you very much.
 3 MS. MELISSA BROWN: And, finally, today we
 4 have Jana Holguin.
 5 (Off-mic comments.)
 6 MS. MELISSA BROWN: Yes. I have Michelle
 7 Trujillo. And I had -- Janet Van -- sorry. I
 8 didn't see Janet Van -- I can't pronounce your last
 9 name.
 10 FROM THE FLOOR: Okay. So my name is
 11 Janet Van Coblijn. And it's spelled V-a-n, space,
 12 C-o-b-l-i-j-n.
 13 And if that counts towards my two minutes,
 14 I'm reclaiming that time.
 15 So good day, everyone, and thank you for
 16 allowing me to address you today. And I have called
 17 in before.
 18 So I decided to take a different tack,
 19 partly because we've gone over quite a few items.
 20 There are many, many more. There are too many to
 21 list in two minutes.
 22 So why I and many of us continue to
 23 persist in this endeavor: One, it's for justice for
 24 our children.
 25 Two, I'm a strong -- let's see. I am a

27

1 product and a strong supporter of a liberal arts
 2 education.
 3 I have been involved in exchanges my
 4 entire life.
 5 I'm a retired foreign service servant,
 6 public servant, and I was also in the federal civil
 7 service. I administered the Fulbright program and
 8 worked for the Fulbright board.
 9 I have done international exchange for
 10 professionals in academics the world over.
 11 I have represented the United States
 12 overseas, where we promote the principles of
 13 democracy, the democratic process. We advocate for
 14 human rights, civil rights, free speech, education,
 15 justice, and integrity.
 16 So I find that this microcosm of -- at one
 17 point, I said martial law and a police state -- is
 18 unfathomable, and it is also teaching our children,
 19 who are being suppressed, oppressed, denied their
 20 basic rights, that this is okay and that no one
 21 cares enough about them to intervene.
 22 And it's not only the students; it's the
 23 teachers; it's parents; it's the community.
 24 I've served in the most populated
 25 country -- Communist country in the world and the

28

1 most populated democracy in the world, and every
 2 size, shape, and flavor in between of process.
 3 We're professionals. We're parents.
 4 We're not necessarily crazed "tiger mothers" or
 5 whatever.
 6 We have people -- my high school classmate
 7 from Atlanta from almost five decades ago was there.
 8 She doesn't even have any children. The community
 9 is concerned of the ineffectiveness. And this
 10 process, at least for Alma d'Arte, is broken.
 11 There's no reliable set of checks and balances or
 12 accountability or self-monitoring.
 13 And it's got to stop.
 14 Sorry. I know my time is up. Thank you
 15 for letting me squeeze all that in.
 16 THE CHAIR: Thank you. We have one more?
 17 MS. MELISSA BROWN: That was everybody.
 18 THE CHAIR: Okay. Thank you very much.
 19 MS. MELISSA BROWN: We did have one more.
 20 I'm sorry.
 21 THE CHAIR: That's what I thought. And
 22 then I was, like, okay.
 23 MS. MELISSA BROWN: Jana Holguin. I'm
 24 sorry. I'm not pronouncing that correctly.
 25 FROM THE FLOOR: Good morning. My name is

29

1 Jana Holguin. J-a-n-a. Last name, Holguin.
 2 H-o-l-g-u-i-n.
 3 Good morning, esteemed members of the
 4 Public Education Commission. We want to see the
 5 20-year legacy of Alma d'Arte restored and carried
 6 on. We want the school to, once again, be a safe,
 7 inclusive place that supports and uplifts the arts
 8 community of Las Cruces. We want to see Alma d'Arte
 9 be the amazing place it can be and once was.
 10 This school fulfills a special place in
 11 the community of Las Cruces, underscoring the
 12 vibrant and dynamic art scene that is special and
 13 unique to Southern New Mexico.
 14 We do not want our city and our amazing
 15 talented and artistic students to lose this pillar
 16 of the community.
 17 I am here as a concerned mental health
 18 provider in the community. The situation at Alma
 19 has reached a critical point, and immediate
 20 intervention from the PEC is necessary to address
 21 the severe issues affecting the well-being and
 22 safety of students and staff.
 23 I have witnessed and received numerous
 24 reports of bullying, harassment, intimidation, and
 25 fear inflicted upon current and former students and

30	<p>1 staff by the administration and board.</p> <p>2 At a recent governing council meeting, the</p> <p>3 principal falsely accused a former student and</p> <p>4 mother of disorderly conduct, leading to unnecessary</p> <p>5 law enforcement involvement.</p> <p>6 This misuse of authority to suppress</p> <p>7 dissenting voices is reprehensible and reflective of</p> <p>8 a broader pattern of problematic leadership within</p> <p>9 the school.</p> <p>10 The principal has a troubling history of</p> <p>11 utilizing law enforcement as an intimidation tactic</p> <p>12 to silence those who exercise their constitutional</p> <p>13 rights. This approach was evident in the March</p> <p>14 meeting, where a culture of fear and repression was</p> <p>15 further perpetuated.</p> <p>16 In addition, the recent removal of public</p> <p>17 comment at the governing council meeting is a way to</p> <p>18 further quell dissenting voices. These actions</p> <p>19 violate the rights of students and staff and create</p> <p>20 a hostile and unsafe environment that inhibits open</p> <p>21 discourse and free expression.</p> <p>22 Despite prior requests for intervention,</p> <p>23 the situation at Alma has only worsened. Current</p> <p>24 students continue to face harassment and</p> <p>25 intimidation, resulting in a troubling increase in</p>	32	<p>1 already occurred. I urge the Commission to fill its</p> <p>2 duty by intervening to ensure Alma provides a safe,</p> <p>3 nurturing environment for all of its students and</p> <p>4 staff. Thank you for attention to this urgent</p> <p>5 matter.</p> <p>6 THE CHAIR: Thank you very much. That's</p> <p>7 it now; correct?</p> <p>8 MS. MELISSA BROWN: Now, that's everybody.</p> <p>9 THE CHAIR: Thank you very much.</p> <p>10 We are on to Item No. 4, which is School</p> <p>11 Highlights and Spotlights.</p> <p>12 Well, I have -- and I apologize. I</p> <p>13 don't -- I didn't write down names of the schools.</p> <p>14 But I did see an article where there are three</p> <p>15 charter schools whose students are recipients of</p> <p>16 Daniels Fund's grants. And that's a huge lift for</p> <p>17 students that -- the requirement is that you have to</p> <p>18 go to a public university. And I think it's also</p> <p>19 regionally. But that funding can really change the</p> <p>20 life of a student.</p> <p>21 So kudos to those students. And I hope</p> <p>22 more schools advise students to look into that, you</p> <p>23 know. There's a limited number of students in the</p> <p>24 state that get it, but it certainly -- all they can</p> <p>25 do is say no.</p>
31	<p>1 incidents of self-harm and suicidal ideation.</p> <p>2 The administration has discouraged</p> <p>3 supportive teachers from providing help, leaving</p> <p>4 students with few safe activities (verbatim) -- I'm</p> <p>5 almost done, if you'll let me finish -- from --</p> <p>6 as -- I'm going to go back.</p> <p>7 The administration has discouraged</p> <p>8 supportive teachers from providing help, leaving</p> <p>9 students with few safe avenues for assistance. They</p> <p>10 have Catholic Charities for mental health services</p> <p>11 in the public school, and students do not feel safe</p> <p>12 using these services.</p> <p>13 Swift action is needed to address the</p> <p>14 violations, ethical concerns, and toxic culture of</p> <p>15 fear and repression that have been allowed to</p> <p>16 continue unchecked.</p> <p>17 The mental health and well-being of Alma</p> <p>18 students and teachers are at severe risk. It is</p> <p>19 imperative that the Public Education Commission take</p> <p>20 action and replace the current board and</p> <p>21 administration. The PEC bears a moral obligation to</p> <p>22 prioritize the health and safety of the students and</p> <p>23 staff above all else.</p> <p>24 Failure to act could lead to further</p> <p>25 tragedies, such as a suicide of a student that has</p>	33	<p>1 So kudos to those students. And I</p> <p>2 apologize. I thought I wrote the names of the</p> <p>3 students down, and I didn't.</p> <p>4 Commissioner Carrillo?</p> <p>5 VICE CHAIR CARRILLO: I don't have an</p> <p>6 announcement with regards to that. I want to let</p> <p>7 people know -- because I don't know that you said it</p> <p>8 in the remarks about Public Comment. But we're</p> <p>9 prohibited by the Open Meetings Act from engaging</p> <p>10 and discussing anything that was said in Public</p> <p>11 Comment. So I don't want you to feel like you're</p> <p>12 being ignored or anything like that. We're</p> <p>13 prohibited from doing that.</p> <p>14 THE CHAIR: Commissioner Beck.</p> <p>15 SECRETARY BECK: Yeah. I just wanted to</p> <p>16 put it on the record that, from the Vista reports</p> <p>17 that came back that we analyzed, Spotlight and</p> <p>18 above, for all the public schools in New Mexico is</p> <p>19 the top 25 percent. And in the State-authorized</p> <p>20 charter schools, we were 42 percent. So I just</p> <p>21 wanted to put that on the public record.</p> <p>22 THE CHAIR: We are now on to Item No. 5 --</p> <p>23 oh, I'm sorry. I apologize.</p> <p>24 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>25 Gipson, Commissioners.</p>

<p style="text-align: right;">34</p> <p>1 I just want to recognize a school in 2 Las Cruces. A staff member received the New Mexico 3 Association for Bilingual Education Teofila Trujillo 4 Award. That is Lucía Carmona, who is one of the 5 cofounders of Raíces del Saber and currently a staff 6 member there running the Community Schools program. 7 THE CHAIR: We are now on to the Consent 8 Agenda. So if there are no items to be removed, 9 I'll entertain a motion. 10 SECRETARY BECK: I move to approve the 11 Consent Agenda. 12 COMMISSIONER INGHAM: Second. 13 THE CHAIR: There's a motion by 14 Commissioner Beck and a second by Commissioner 15 Ingham. 16 All in favor? 17 (Commissioners so indicate.) 18 THE CHAIR: Opposed? 19 (No response.) 20 THE CHAIR: Hearing no opposition, the 21 motion passes. 22 We are on to Item No. 6 -- well, we don't 23 have an Item No. 6. 24 Item No. 7, Introduction of New Head 25 Administrators.</p>	<p style="text-align: right;">36</p> <p>1 MS. ELENA TRODDEN: Thank you. 2 THE CHAIR: Commissioner Ingham. 3 COMMISSIONER INGHAM: Yeah. I just want 4 to say thank you for coming and introducing 5 yourself. And I appreciate what you're doing here 6 and really wish you well in the venture that you're 7 taking on. 8 MS. ELENA TRODDEN: Thank you so much. 9 VICE CHAIR CARRILLO: Echoing what's said, 10 thank you very much for coming up here. It means a 11 great deal to us when people just come before the 12 Commission, as well as those at public forum. When 13 people come here, it means a great deal to us. So 14 thank you. I don't think I have your last name 15 correct. 16 MS. ELENA TRODDEN: Sure. It's Trodden, 17 T-r-o-d-d-e-n. 18 VICE CHAIR CARRILLO: I had it so wrong. 19 Okay. Thank you very much. And when Chair Gipson 20 said, "Welcome to the charter world," you know, what 21 I think you'll find is that -- and I was on the 22 other side. I was in the district world because I 23 served on SFPS for nine years, their board. 24 I think you're going to find the autonomy, 25 the creativity that you're allowed within your</p>
<p style="text-align: right;">35</p> <p>1 DIRECTOR CORINA CHAVEZ: Commissioners, 2 I'd like to call forward Ms. Elena Trodden, who is 3 the new head administrator at Albuquerque Bilingual 4 Academy. As you know, the school has had an 5 interim. So, Elena, welcome, and please introduce 6 yourself. 7 MS. ELENA TRODDEN: Good morning. Chair 8 Gipson, esteemed members of the Public Education 9 Commission, thank you for having me here today. My 10 name is Elena Trodden, and I am representing 11 Albuquerque Bilingual Academy. 12 I have spent 27 years -- almost 27 13 years -- in Los Lunas Schools, and 20 of those were 14 as an administrator. I took the adventure and came 15 to Albuquerque Bilingual Academy, and I'm so happy 16 to be there. We have a lot of work, but it's very 17 exciting work. 18 THE CHAIR: Thank you very much. And, as 19 always, thank you for entering the charter world. 20 It is -- it is a whole different world. And, you 21 know, talking about being in a bilingual academy, 22 it's a different language. 23 MS. ELENA TRODDEN: Yes. 24 THE CHAIR: So I appreciate you coming 25 aboard.</p>	<p style="text-align: right;">37</p> <p>1 building and your school, refreshing and engaging. 2 And so, just, welcome, and we're glad that you're 3 joining us. 4 MS. ELENA TRODDEN: Thank you so much. 5 THE CHAIR: Thank you. 6 MS. ELENA TRODDEN: Thank you for having 7 me here today. 8 THE CHAIR: Thanks so much. 9 We are on to Item No. 8, which is 10 Discussion and Possible Action on Southwest 11 Secondary Learning Center's Name and Mission 12 Statement Amendment Request. 13 And for those that participated in 14 contract negotiations, this was discussed during 15 contract negotiations. 16 But -- Deputy Director? 17 DR. BRIGETTE RUSSELL: Thank you, Chair 18 Gipson and Commissioners, though I didn't get into 19 the meeting in time to share screen. 20 Missy, maybe you could share screen for 21 me. 22 But the Southwest Secondary Learning 23 Center is requesting to change its name to 24 Northpoint Charter School and to amend its mission 25 statement.</p>

38	<p>1 The wording of the mission statement is</p> <p>2 slightly different and uses the school's new name.</p> <p>3 But the content of the mission statement is in</p> <p>4 alignment with its -- its current mission.</p> <p>5 The proposed mission statement is, "The</p> <p>6 mission of Northpoint Charter School is to empower</p> <p>7 all students to perform at their optimal level in a</p> <p>8 blended learning environment that is individualized,</p> <p>9 self-directed, and flexible, to produce future-ready</p> <p>10 graduates."</p> <p>11 The Charter Schools Division has no</p> <p>12 objection to this amendment and recommends adoption.</p> <p>13 THE CHAIR: I still think it sounds like a</p> <p>14 housing development, you know. But that's on them</p> <p>15 if they want to -- you know, I'm not -- and for</p> <p>16 Commissioners that are from the Albuquerque area, I</p> <p>17 think you understand the desire to move away from</p> <p>18 the Southwest, the attachment, because of the</p> <p>19 unfortunate occurrences a number of years ago, where</p> <p>20 people still remember that.</p> <p>21 So I think it's important for the school</p> <p>22 to move away from and not -- it'll always be, "Oh.</p> <p>23 You're that..." -- you know. So it's -- I think</p> <p>24 it's a positive move for that school.</p> <p>25 DR. BRIGETTE RUSSELL: And the other</p>	40	<p>1 (No response.)</p> <p>2 THE CHAIR: Hearing no opposition, the</p> <p>3 motion passes.</p> <p>4 We are now on to Item No. 9, Discussion</p> <p>5 and Possible Action on the Acceptance of Annual</p> <p>6 Reports for '22-'23.</p> <p>7 And if Commissioners remember, because of</p> <p>8 timing, we have just these two schools for this</p> <p>9 meeting to accept the annual reports.</p> <p>10 So Item "a" is Alma d'Arte Charter School.</p> <p>11 Right. And Item "b" -- sorry. I had to breathe.</p> <p>12 Item "b" is Vista Grande High School.</p> <p>13 And, once again, Commissioners, this is --</p> <p>14 we're accepting the report. We'll -- in the next</p> <p>15 item of the agenda, we'll address the -- what we</p> <p>16 feel needs to be in the letter to go to the schools.</p> <p>17 MS. JULIA BARNES: I just wanted to flag</p> <p>18 one thing that I think the Charter Schools Division</p> <p>19 is going to correct.</p> <p>20 There is a -- in the chart, there's a</p> <p>21 reference on Vista de -- on Vista Grande that</p> <p>22 identifies their VISTAS score. You'll recall that</p> <p>23 that school has done a separate indicator.</p> <p>24 So the motion actually indicates that they</p> <p>25 will just be correcting that small typo.</p>
39	<p>1 Southwest school has a similar amendment that'll be</p> <p>2 on next month with a name change for them, too,</p> <p>3 because they're really not feeder schools of one</p> <p>4 another. And it's -- I think it's a -- it's a good</p> <p>5 move for them to differentiate.</p> <p>6 THE CHAIR: Yeah. Commissioner Taylor?</p> <p>7 Oh, okay. Please.</p> <p>8 SECRETARY BECK: I met with them last</p> <p>9 week. And the entire school is excited, as is the</p> <p>10 preparatory school that we're going to deal with</p> <p>11 next month. So they're excited for the name change.</p> <p>12 COMMISSIONER TAYLOR: Yeah. I'd like to</p> <p>13 move that the PEC accept the amendment request of</p> <p>14 Southwest Secondary Learning Center, identified as</p> <p>15 a -- as Document 8.a. of the meeting materials, to</p> <p>16 change its name and mission statement, and that the</p> <p>17 amendment will become part of the charter contract</p> <p>18 for the school.</p> <p>19 COMMISSIONER BRAUER: Second.</p> <p>20 THE CHAIR: So a motion by Commissioner</p> <p>21 Taylor and a second by Commissioner Brauer.</p> <p>22 Is there any discussion? If not, all in</p> <p>23 favor?</p> <p>24 (Commissioners so indicate.)</p> <p>25 THE CHAIR: Second -- opposed?</p>	41	<p>1 THE CHAIR: Vista Grande was the first</p> <p>2 school, to my knowledge, to ever take their</p> <p>3 statutory right to make replacements on the State</p> <p>4 Accountability System.</p> <p>5 So they used Option 3 in our performance</p> <p>6 framework. But it wasn't an option in the old</p> <p>7 performance framework. They -- they did a lot of</p> <p>8 work and came -- they were transitioning over as a</p> <p>9 district school and did a tremendous amount of work</p> <p>10 and came forward and said, "This is what we want to</p> <p>11 do."</p> <p>12 And it was -- you know, for me, when I did</p> <p>13 the contract negotiations with them last year, it</p> <p>14 was really exciting to -- you know, to see a school</p> <p>15 that was so engaged in that. And they're still</p> <p>16 deeply working on it. So it is a work in progress.</p> <p>17 VICE CHAIR CARRILLO: I have a question --</p> <p>18 THE CHAIR: Sure.</p> <p>19 VICE CHAIR CARRILLO: -- just to</p> <p>20 reiterate.</p> <p>21 So on this, all we're doing here is just</p> <p>22 accepting the report from CSD. Nothing further.</p> <p>23 THE CHAIR: Correct.</p> <p>24 COMMISSIONER CARRILLO: So if there are no</p> <p>25 further questions, I'm happy to make a motion.</p>

<p style="text-align: right;">42</p> <p>1 Okay. I move that the PEC accept the 2 Annual Reports for School Year '22-'23 provided by 3 the Charter Schools Division for Alma d'Arte Charter 4 School -- Charter High School, and Vista Grande High 5 School, after correcting the chart on Page 3 6 referencing VISTAS scoring and replacing it with the 7 negotiated indicator scores. 8 THE CHAIR: Second. 9 There's a motion by Commissioner Carrillo 10 and a second by Commissioner Gipson. 11 Is there any further discussion? 12 (No response.) 13 THE CHAIR: If not, all in favor. 14 (Commissioners so indicate.) 15 THE CHAIR: Opposed? 16 (No response.) 17 THE CHAIR: Hearing no opposition, the 18 motion passes. 19 We are now on to Item No. 10, which is the 20 Discussion and Possible Action on the Annual Report 21 Notice that will go to Vista Grande High School. 22 So, Commissioners, that is Tab 9.b. 23 I will point out that I appreciate the 24 touchpoint of knowing what their VISTAS score was. 25 They're VISTAS score was actually higher than the</p>	<p style="text-align: right;">44</p> <p>1 chart. And we can add that -- when we make that 2 revision on the VISTAS overall score on Page 3, we 3 can add to the end of this the data they sent us 4 that was used for this. 5 And I just want to point out that the 6 VISTAS score and their score actually turn out to be 7 about the same, because their score is not out of 8 100; it's out of 85. And if you do the math, 38.65 9 divided by 85 is around 45 points. 10 So it ends up being about the same as the 11 VISTAS score. 12 DR. BRIGETTE RUSSELL: But on the VISTAS 13 website, the reading and math proficiency are 14 masked. They're not provided. 15 MS. CHERYL ROWE: Right. There was no 16 data for us from VISTAS on their proficiency score. 17 DR. BRIGETTE RUSSELL: And graduation as 18 well. We've been back and forth with Accountability 19 about graduation data. And they have not provided 20 it. And it's not on VISTAS, and it's not -- 21 THE CHAIR: They didn't get us -- so they 22 didn't get a CSI designation. 23 DR. BRIGETTE RUSSELL: They did. 24 THE CHAIR: They did. So how do you 25 get -- so -- and I know you're sitting here in the</p>
<p style="text-align: right;">43</p> <p>1 alternative indicator that they -- that they 2 negotiated with us. So it's kind of unexpected. 3 So it's -- like I said, it's a work in 4 progress. I don't think they anticipated this when 5 they -- but it's -- you know, it's interesting that 6 that's the way it came out this time. 7 THE CHAIR: Commissioner Beck. 8 SECRETARY BECK: Am I missing something -- 9 for the proficiency and growth, am I missing 10 something on this -- there's no chart or data. Is 11 that right? 12 VICE CHAIR CARRILLO: I don't see it here. 13 SECRETARY BECK: Brigitte, is that -- I 14 don't see any -- this is kind of strange. I don't 15 see -- 16 THE CHAIR: There's a chart -- sorry. 17 There's a chart here on enrollment by subgroup. But 18 there isn't -- is it because -- I don't know why. 19 DR. BRIGETTE RUSSELL: Cheryl, can you 20 speak to this? 21 THE CHAIR: I mean, if it's not there 22 because of the VISTAS, it should be -- there should 23 be a chart for their alternative assessment in 24 there. 25 MS. CHERYL ROWE: Yeah. Okay. There is a</p>	<p style="text-align: right;">45</p> <p>1 middle. Because my question is how do you get a CSI 2 designation and the State not provide the graduation 3 information? I -- you know, it's, like, "Oh, we're 4 not going to tell you why, but we're designating 5 you"? I don't get that. 6 MS. CHERYL ROWE: They're not CSI; they're 7 Traditional. 8 THE CHAIR: Okay. Okay. 9 VICE CHAIR CARRILLO: I guess my question 10 is, why are they masked? Usually, things are masked 11 if there's such a small group that it could be 12 identifying if there were any numbers at all. But 13 it seems like all the information is masked because 14 we don't have it? Or -- 15 DR. BRIGETTE RUSSELL: The science 16 proficiency is not masked. But reading and math are 17 masked. 18 VICE CHAIR CARRILLO: What's science? We 19 don't have it here. 20 DR. BRIGETTE RUSSELL: Science proficiency 21 is 23 percent. 22 THE CHAIR: So they had a Does Not Meet on 23 the State assessments on their performance 24 framework. So could it be masked because not enough 25 kids took the test?</p>

46	<p>1 DR. BRIGETTE RUSSELL: Yes. Yes.</p> <p>2 SECRETARY BECK: Yes. 73 percent.</p> <p>3 DR. BRIGETTE RUSSELL: If sufficient</p> <p>4 students were present to take the NMASR, they would</p> <p>5 have --</p> <p>6 (Simultaneous speaking among</p> <p>7 Commissioners.)</p> <p>8 (Court reporter reminds.)</p> <p>9 DR. BRIGETTE RUSSELL: Yes. If a</p> <p>10 sufficient number of students were present to take</p> <p>11 the NMASR, that would result in science proficiency.</p> <p>12 And if an insufficient number of students were</p> <p>13 present for the SAT, then the reading and math</p> <p>14 scores could be masked for N size.</p> <p>15 MS. CHERYL ROWE: If I may add, though,</p> <p>16 that one of the reasons this is so late is we've</p> <p>17 been waiting and contacting the Accountability and</p> <p>18 Assessment Bureau. And I don't know why, but it's</p> <p>19 been problematic getting data for this school.</p> <p>20 THE CHAIR: Right. And we had to move it</p> <p>21 from last month, also, because the alternative</p> <p>22 assessment that they had -- what they had negotiated</p> <p>23 hadn't been put into the annual report. It was just</p> <p>24 VISTAS. And that's not what we have contracted with</p> <p>25 them for.</p>	48	<p>1 with the 45 out of 100. So that's how they got the</p> <p>2 designation of Traditional.</p> <p>3 MS. CHERYL ROWE: So this is -- the points</p> <p>4 on here is from their own assessment.</p> <p>5 COMMISSIONER BECK: Right. Right. No, I</p> <p>6 know that.</p> <p>7 MS. CHERYL ROWE: Yeah. And they did not</p> <p>8 go into VISTAS. So VISTAS did their own</p> <p>9 calculations, and we actually don't know --</p> <p>10 SECRETARY BECK: Which is the 45.</p> <p>11 MS. CHERYL ROWE: Yea. But, incidentally,</p> <p>12 they turn out to be about the same.</p> <p>13 SECRETARY BECK: Right. That's -- okay.</p> <p>14 I got you. Okay.</p> <p>15 THE CHAIR: We don't know they got the</p> <p>16 40- --</p> <p>17 SECRETARY BECK: Yeah. If 73 percent of</p> <p>18 the students took the SAT, and there's 70 students,</p> <p>19 70 times 70 is 49, with the three is 50. So 70</p> <p>20 students took the SAT. No, less than that, because</p> <p>21 70 is the whole school. So that would only be</p> <p>22 eleventh grade. So you divide that by 4. So 12</p> <p>23 kids basically took the SAT. Or the 13. Yes. So</p> <p>24 everything is masked.</p> <p>25 VICE CHAIR CARRILLO: So my recollection</p>
47	<p>1 So that had to be reworked. So that</p> <p>2 that's a reason why they were moved to this month's</p> <p>3 agenda as well.</p> <p>4 DIRECTOR CORINA CHAVEZ: That is correct.</p> <p>5 And, for example, Goal No. 1.3, Mathematics, looks</p> <p>6 at growth based on the RIT score as the alternative</p> <p>7 assessment that they chose.</p> <p>8 And because this contract was approved</p> <p>9 with the school prior to us really implementing the</p> <p>10 new performance framework, which gives that option</p> <p>11 as Option 1.a.3., this is a little off; right? It's</p> <p>12 unique in what it is.</p> <p>13 And the school is currently contemplating</p> <p>14 renegotiating the contract to fit in. So I think</p> <p>15 that would make it easier for everyone. But this</p> <p>16 aligns completely with what's in their contract for</p> <p>17 the academic indicators that they proposed and you</p> <p>18 approved.</p> <p>19 THE CHAIR: Commissioner Beck.</p> <p>20 SECRETARY BECK: Yeah. So, Cheryl. So</p> <p>21 the data that's in here, what you were pointing to,</p> <p>22 is at the end. They had 38.65 out of 85 points;</p> <p>23 right?</p> <p>24 MS. CHERYL ROWE: Right.</p> <p>25 SECRETARY BECK: Which you said aligns</p>	49	<p>1 of the action that we take, there used to -- on the</p> <p>2 other schools that we did over the last several</p> <p>3 months, there was a sheet.</p> <p>4 THE CHAIR: Are you talking about the</p> <p>5 sheet that shows what -- sorry --</p> <p>6 VICE CHAIR CARRILLO: What options we have</p> <p>7 in terms of what parameters we might want to place a</p> <p>8 school on?</p> <p>9 THE CHAIR: We have the sheet that shows</p> <p>10 us what we've done with other schools. Is that what</p> <p>11 you're referring to?</p> <p>12 VICE CHAIR CARRILLO: Yes, I think so.</p> <p>13 THE CHAIR: Okay. Yeah.</p> <p>14 VICE CHAIR CARRILLO: Where? I mean, I'm</p> <p>15 on 9.b.</p> <p>16 MS. JULIA BARNES: It's -- 00 at the top</p> <p>17 of the page, PEC Charter VISTAS and Notices.</p> <p>18 VICE CHAIR CARRILLO: Oh, okay. There it</p> <p>19 is. I see that. Thank you.</p> <p>20 Maybe it's on the motion sheet where it</p> <p>21 gives us all the options. That's why. It's on the</p> <p>22 motions. Okay.</p> <p>23 THE CHAIR: There is a motion sheet as</p> <p>24 well. But if Commissioners do look at --</p> <p>25 VICE CHAIR CARRILLO: Here it is.</p>

<p style="text-align: right;">50</p> <p>1 THE CHAIR: At the VISTAS and Annual 2 Notice '22-'23, the 00 PEC doc, you see all of the 3 schools that we have already voted on, what their 4 scores were and what actions we did take to try to 5 keep consistency. 6 MS. JULIA BARNES: I'll also just point 7 out, on the motions sheet, we discussed the wording 8 of your motions yesterday. So I took that into 9 consideration and wordsmithed it a little bit. 10 You're welcome to wordsmith it further. 11 VICE CHAIR CARRILLO: Well, one of the 12 things I'm looking forward to, I was fortunate last 13 year to attend their graduation. You can imagine 14 it's a pretty small class. And -- but it was just 15 really nice to be with all the kids and parents up 16 there. They need this school. 17 And based on our renewing them, we're 18 taking them into the fold, if you will, last year, 19 and Ms. St. Onge, the director. I mean, I have high 20 hopes for their ability, with Option 3, to be able 21 to make the progress that they need to. 22 And it's -- you know, I use athletic 23 references all the time. You know, it generally 24 take about four years to redo a football or a sports 25 program at a school. You can't expect results</p>	<p style="text-align: right;">52</p> <p>1 corrected by the next Annual Report. 2 SECRETARY BECK: Commissioner Beck 3 seconds. 4 THE CHAIR: There's a motion by 5 Commissioner Carrillo and a second by Commissioner 6 Beck. 7 Is there any discussion? 8 VICE CHAIR CARRILLO: Just one thing. I 9 would say that the last line, "The Unsatisfactory 10 Performance should be corrected by the next Annual 11 Report, that, in and of itself, is the 12 accountability piece, where if we don't see anything 13 changed a year from now, then there's a whole other 14 discussion to be had. 15 THE CHAIR: Commissioner Ingham. 16 COMMISSIONER TAYLOR: Alan was first. 17 COMMISSIONER BRAUER: That's okay. That's 18 okay. 19 Can I ask Vice Chair a question? Why -- 20 when you look at that list of other schools that 21 we've already done, why would you choose 22 Unsatisfactory versus Satisfactory, given that this 23 school was Traditional in terms of their VISTAS 24 scores. 25 I would love to see their scores and their</p>
<p style="text-align: right;">51</p> <p>1 overnight. 2 It does. It takes, like -- what? You 3 know, you can't -- no. I'm not contradicting 4 myself, and we can have this conversation another 5 time. 6 No. This is -- no. With this school -- 7 you know, you've got to give them a little more time 8 here. 9 But there's a reason I push for three 10 years on so many things. 11 This isn't three years. This is one year, 12 okay? If after three years, we're still here 13 discussing the very, very same things, that's a 14 problem. 15 So if there's no other comments, I'm happy 16 to make a motion here. All right. 17 All-righty. I move that the PEC provide 18 an Annual Report Notice of Unsatisfactory 19 Performance to Vista Grande High School related to 20 the low academic proficiency and growth in the 21 negotiated academic indicators, the Working to Meet 22 score on the mission-specific indicator, and the 23 Unsatisfactory Performance related to 1.b., the 24 State assessment requirement. 25 The Unsatisfactory Performance should be</p>	<p style="text-align: right;">53</p> <p>1 school mission-specific indicators higher than 2 25 percent. I think all of our schools should 3 aspire to 100 percent on that, for sure. But I just 4 wanted to see -- just hear a little bit more about 5 why Unsatisfactory versus Satisfactory. 6 VICE CHAIR CARRILLO: I would say it's for 7 the same reason on some of those that we voted on 8 earlier this year. I didn't vote for -- I wasn't 9 supporting Satisfactory all the time on those 10 schools. 11 I just think holding schools to a higher 12 bar and more accountability, that would be my 13 reasoning, is that I didn't support all those 14 schools having Satisfactory in the last -- in some 15 of these rounds of annual reports. 16 COMMISSIONER BRAUER: Thank you. In the 17 spirit of me being consistent with my vote, I would 18 likely vote no on this, because I do think it is 19 inconsistent with how I voted on the other schools. 20 And just looking at the overall scores, I would move 21 us to consider changing this to Satisfactory. If it 22 doesn't change, it's okay. I will vote no on this. 23 VICE CHAIR CARRILLO: Understand. And I'm 24 looking at this, and I'm remembering -- I'm 25 remembering a long conversation that we all had</p>

<p style="text-align: right;">54</p> <p>1 regarding the use of the word "Exemplary," because, 2 I mean, what that really should mean or does mean, 3 and where, in some cases, I'll say many cases -- 4 but, I mean, those are the choices that we have: 5 Exemplary, Satisfactory, Unsatisfactory. 6 And there should be something in the 7 middle. Exemplary means best of the best. We want 8 everyone to do just what you're doing. You are 9 setting an example for. That's exemplary. That's a 10 discussion for another time. 11 But I completely respect your opinion, 12 Commissioner Brauer. 13 THE CHAIR: Commissioner Taylor. 14 COMMISSIONER TAYLOR: Yeah. I likely -- I 15 feel like, in reviewing that list, Unsatisfactory 16 is -- is not consistent with the way that we've 17 voted in the past, I think. I feel like there are a 18 few issues that affect this. 19 Obviously, there weren't very many -- 20 there's not much data. You know, there's not much 21 data, and it's based on a small -- very small 22 population. 23 So I would likely vote no on 24 Unsatisfactory as well. I would move them to 25 Satisfactory with the -- with those conditions to</p>	<p style="text-align: right;">56</p> <p>1 THE CHAIR: There's a motion by 2 Commissioner Taylor and a second by Commissioner 3 Carrillo. 4 VICE CHAIR CARRILLO: I learn from you, 5 Commissioner Brauer, all the time in every meeting. 6 And thank you. 7 THE CHAIR: He never says that about me. 8 I'm just, like -- 9 VICE CHAIR CARRILLO: Well, I guess, you 10 know, when I was going back over all of the other 11 schools, and I was recalling discussions and 12 rereading the Satisfactory performance one as 13 opposed to the Unsatisfactory -- and you're right. 14 And then you probably don't know this out there. 15 But consistency is one of the foundational values. 16 We've been working on this -- like, the 17 mission, the vision, and the -- our values as a 18 Commission for the last several -- like, last six 19 months. And it's been a real process for us to work 20 through all of that. 21 But consistency was one of them. And if 22 I'm not mistaken, Commissioner Brauer, it was you 23 that brought that up when we were doing that. 24 And -- and you were right. And thank you 25 for pointing that out relative to all of the other</p>
<p style="text-align: right;">55</p> <p>1 improve. 2 THE CHAIR: Commissioner Ingham, did you 3 want to say something? 4 COMMISSIONER INGHAM: I'm very conflicted 5 now, because I was expecting a Satisfactory. 6 VICE CHAIR CARRILLO: Don't be conflicted. 7 I withdraw my motion. Can I do that? Done. 8 Withdrawn. 9 THE CHAIR: Absolutely. 10 SECRETARY BECK: Do you want to make 11 another motion? 12 VICE CHAIR CARRILLO: Not right now. I 13 want to hear what everyone else says. 14 COMMISSIONER TAYLOR: I move that the PEC 15 provide an Annual Report Notice to Vista Grade High 16 School indicating a Notice of Satisfactory 17 Performance and identify the Unsatisfactory 18 Performance related to the low academic proficiency 19 and growth in the negotiated academic indicators, 20 the Working to Meet score on the mission-specific 21 indicator, the Unsatisfactory Performance related to 22 l.b., the State assessment requirement. 23 The Unsatisfactory Performance should be 24 corrected by the next Annual Report. 25 VICE CHAIR CARRILLO: And I'll second.</p>	<p style="text-align: right;">57</p> <p>1 schools. And I started to take a really hard look 2 at the ones that were unsatisfactory. And you're 3 right. And Vista Grande is not in that category. 4 It's just simply not. 5 I was looking more at the word 6 "unsatisfactory" based on what I think schools 7 should be. I do think it's something that we do 8 need to explore relative to the word "exemplary." 9 And there can be different gradations in the future 10 of that. 11 But that's why I've completely changed my 12 mind, seconded this motion. 13 And I love that little school. I love 14 their vision, and I love what they're trying to do. 15 So I want to help them in any way we can. 16 THE CHAIR: Commissioner Beck. I'm going 17 to agree totally with the Vice Chair. Thank you, 18 Commissioner Brauer, for your thoughtful ideas. And 19 the more I looked at it, I said, "They only have 70 20 kids." And the VISTAS scores are only for 12 kids. 21 So, you know, we -- I don't think it's 22 valid to give them an unsatisfactory for the small 23 population they are. 24 So I have changed my mind. 25 THE CHAIR: Commissioner Brauer?</p>

<p style="text-align: right;">58</p> <p>1 COMMISSIONER BRAUER: Madam Chair, thank 2 you very much for your kind words. I learn from you 3 all, too. I think that we have all a gravitational 4 pull to specific values that we all share. 5 Consistency might be the one I'm 6 gravitating towards today. But that's the great 7 thing about our group, you know. We come from very 8 different worlds, from different world views, from 9 different things we care about, and then we have to 10 make some decisions at the end of the day based on 11 what we -- on what our skill sets and our 12 experiences require us to do. 13 And so I think that we -- I think we can 14 hold schools accountable. We can hold schools to 15 continuously improve. And the language here of 16 Satisfactory, plus the items that we need to see 17 continue to shift, I think is a good balance on how 18 we can make that happen. 19 So I think it does strike the right word 20 with what we want to see with all of our values. 21 Thank you. 22 THE CHAIR: If there's no further 23 discussion -- yeah, I'm more comfortable with a roll 24 call. 25 Oh, no. Okay.</p>	<p style="text-align: right;">60</p> <p>1 Performance Framework Indicators, and there's -- 2 Item No. 2 says it's unavailable. 3 DR. BRIGETTE RUSSELL: Yes. That -- 4 THE CHAIR: But they're -- 5 DR. BRIGETTE RUSSELL: That's unavailable 6 for all schools. That's the Q1-Q2 that they used to 7 do. 8 THE CHAIR: Yeah, thanks. Yeah, thanks. 9 DR. BRIGETTE RUSSELL: If you were 10 thinking of mission-specific goals, they have a 11 zero, because they did not -- yeah. 12 THE CHAIR: Got that. 13 VICE CHAIR CARRILLO: Just an observation 14 on the annual report. I mean, there's way too much 15 red, and not even for, like, minor infractions that 16 can be easily corrected. 17 I mean, it's just -- the initial 18 observation. And then also those -- some of those 19 jibing with what we heard this morning. And I want 20 to say as well, what we heard this morning, even 21 though there's, like, six or seven people that 22 speak, there's 50 or 60 or 70 that don't. You 23 always have to take into account people that aren't 24 here and that aren't online. 25 And, you know, as we're evaluating</p>
<p style="text-align: right;">59</p> <p>1 Commissioner Beck? Will you take roll, 2 please? 3 SECRETARY BECK: Absolutely. 4 Chair Gipson. 5 THE CHAIR: Yes. 6 SECRETARY BECK: Vice Chair Carrillo. 7 VICE CHAIR CARRILLO: Yes. 8 SECRETARY BECK: Commissioner Ingham. 9 COMMISSIONER INGHAM: Yes. 10 SECRETARY BECK: Commissioner 11 Clahchischilliage. 12 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 13 SECRETARY BECK: Commissioner Taylor. 14 COMMISSIONER TAYLOR: Yes. 15 SECRETARY BECK: Commissioner Brauer. 16 COMMISSIONER BRAUER: Yes. 17 SECRETARY BECK: Secretary Beck, yes. 18 There are seven votes for and zero votes 19 against. The motion passes. 20 THE CHAIR: Thank you very much. And we 21 are now on to Item No. 11, which is the Discussion 22 and Possible Action on the Annual Report Notice to 23 Alma d'Arte for '22-'23. 24 Brigitte, can I just ask? When you look 25 at the annual report, in the box that says Academic</p>	<p style="text-align: right;">61</p> <p>1 things -- 2 SECRETARY BECK: Chair, are we ready to 3 make a -- do you want me to make it or -- 4 THE CHAIR: Commissioner Beck. 5 SECRETARY BECK: Yes. I move that the PEC 6 provide an Annual Report Notice to Alma d'Arte 7 Charter High School indicating a Notice of 8 Unsatisfactory Performance, that the school is not 9 on track for renewal, and identify the 10 Unsatisfactory Performance related to the VISTAS 11 designation of CSI graduation issue, low academic 12 proficiency rates in math and science, lack of 13 growth in reading overall; and for the subgroups 14 identified on Page 6 of the Annual Report, a lack of 15 growth in math overall; and for the subgroups 16 identified on Page 7 of the Annual Report, low 17 graduation rates, the inability to provide data for 18 the mission-specific indicators resulting in no 19 score, the overall designation on the organizational 20 and financial frames of Does Not Meet, the 21 Unsatisfactory Performance related to 1.c., rights 22 of students with disabilities; 3.a., rights of all 23 students; 3.c, staff credentialing; 3.d., employee 24 rights; 5.a. through 5.f., indicators related to 25 fiscal management.</p>

62	<p>1 The Unsatisfactory Performance should be 2 corrected by the next Annual Report. 3 I further move that the school be placed 4 on the Intervention Ladder to immediately remedy the 5 issues of concern. 6 THE CHAIR: And we need -- so we're going 7 to clarify the Intervention Ladder, because -- at 8 this moment in time. 9 SECRETARY BECK: Okay. Okay. 10 MS. JULIA BARNES: I just wanted to point 11 out that the rule allows you to put them on the 12 Intervention Ladder as one of the options on the 13 annual notice. That's why it's available to you 14 right now. 15 VICE CHAIR CARRILLO: (Inaudible.) 16 THE CHAIR: And from -- remaining 17 consistent in discussions at prior meetings, the 18 Commission has spoken about the Intervention Ladder 19 for schools that did not meet their condition of 20 renewal, that the Unsatisfactory Performance would 21 go into the letter and noted, but that the 22 Intervention Ladder in this piece would be used 23 because of the lack of success on the condition of 24 renewal. 25 MS. JULIA BARNES: Actually, Chair, you</p>	64	<p>1 THE CHAIR: Commissioner Beck. 2 SECRETARY BECK: Commissioner Brauer. 3 COMMISSIONER BRAUER: Yes. 4 SECRETARY BECK: Commissioner Taylor. 5 COMMISSIONER TAYLOR: Yes. 6 SECRETARY BECK: Commissioner 7 Clahchischilliage. 8 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 9 SECRETARY BECK: Commissioner Ingham. 10 COMMISSIONER INGHAM: Yes. 11 SECRETARY BECK: Vice Chair Carrillo. 12 VICE CHAIR CARRILLO: Yes. 13 SECRETARY BECK: Chair Gipson. 14 THE CHAIR: Yes. 15 SECRETARY BECK: Secretary Beck, yes. 16 There are seven votes for and zero votes 17 against. The motion passes. 18 THE CHAIR: Thank you very much. 19 We need to take a break. Cindy needs a 20 break at this point. So ten minutes? 21 (Recess taken, 10:20 a.m. to 10:34 a.m.) 22 THE CHAIR: So, Commissioners, we are 23 still on Item No. 11, that our procedure is to vote 24 separately on the condition. 25 So Commissioner Beck?</p>
63	<p>1 could do it for both. You can do it under the rule 2 for the notice. You can do it for the condition -- 3 so it's up to you. 4 THE CHAIR: I'm trying to stay consistent 5 with the discussions that we've had, that schools 6 that we were going to put on the Intervention 7 Ladder, for this piece would be for not meeting 8 their condition of renewal and that the 9 Unsatisfactory Performance would be noted, 10 identified in the letter, and outlined, you know, 11 what they need to work on. 12 VICE CHAIR CARRILLO: If there wasn't a 13 second, then I'll go ahead and second. 14 Madam Chair, I just seconded, just as a 15 matter of procedure. 16 THE CHAIR: I'm sorry. 17 VICE CHAIR CARRILLO: I just seconded as a 18 matter of procedure, because no one seconded. 19 THE CHAIR: Okay. 20 (Off-mic discussion.) 21 THE CHAIR: There is a motion by 22 Commissioner Beck and a second by Commissioner 23 Carrillo. 24 Is there any discussion? 25 (No response.)</p>	65	<p>1 SECRETARY BECK: I move that the PEC 2 accept the Condition Report from Alma d'Arte Charter 3 School and indicate to the school that the progress 4 towards improvement in proficiency and growth of 5 students is insufficient, the compliance with the 6 reporting on the condition is insufficient, the 7 timing and information required to submit the 8 condition in a timely and complete manner needs to 9 be corrected, and the improvements needed to be 10 shown to comply with the condition will be added to 11 the action required under the Intervention Ladder. 12 VICE CHAIR CARRILLO: I'll second. 13 THE CHAIR: There's a motion by 14 Commissioner Beck, a second by Commissioner 15 Carrillo. 16 Is there any further discussion? 17 (No response.) 18 THE CHAIR: If not, Commissioner Beck. 19 SECRETARY BECK: Commissioner 20 Clahchischilliage. 21 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 22 SECRETARY BECK: Commissioner Taylor. 23 COMMISSIONER TAYLOR: Yes. 24 SECRETARY BECK: Commissioner Brauer. 25 COMMISSIONER BRAUER: Yes.</p>

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1 SECRETARY BECK: Chair Gipson.
 2 THE CHAIR: Yes.
 3 SECRETARY BECK: Vice Chair Carrillo.
 4 VICE CHAIR CARRILLO: Yes.
 5 SECRETARY BECK: Commissioner Ingham.
 6 COMMISSIONER INGHAM: Yes.
 7 SECRETARY BECK: And Secretary Beck, yes.
 8 There are seven votes for, zero votes
 9 against. The motion passes.
 10 THE CHAIR: We're on to Item No. 12,
 11 Review and Acceptance of Notification of Governing
 12 Board Changes for Alma d'Arte Charter High School.
 13 And this didn't appear in Item No. 9,
 14 items taken off of the Consent Agenda, because we
 15 just were putting everything for this school in the
 16 same area.
 17 But I had asked for this to be taken off
 18 the Consent Agenda, because, after reviewing the
 19 documents, it appears that a number of the -- there
 20 are some inconsistencies in the reporting of the
 21 votes.
 22 In one area, I don't see an actual vote
 23 taken. I saw a motion and a second, but no
 24 recording of a vote.
 25 And there's a governing board members

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1 coming off the board notification, but we never
 2 received the notification of that person being on
 3 the board. So it's hard to accept a resignation
 4 when we haven't accepted the -- the appointment.
 5 Thank you.
 6 So this motion is consistent with back a
 7 couple of months ago, Six Directions. There were
 8 some concerns about the Consent Agenda item.
 9 So I will -- want to make sure I'm at the
 10 right place.
 11 I will make the motion.
 12 I move that the PEC reject the
 13 notification from Alma d'Arte Charter High School,
 14 and that the school resubmit paperwork for
 15 consideration to the PEC.
 16 VICE CHAIR CARRILLO: I'll second.
 17 THE CHAIR: There's a motion by
 18 Commissioner Gipson and a second by Commissioner
 19 Carrillo.
 20 Is there any further discussion?
 21 Commissioner Ingham.
 22 COMMISSIONER INGHAM: Well, I was just --
 23 I was reading about the votes that they were taking
 24 in their board meeting. And there was quite a few
 25 instances where board members didn't vote. I mean,

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1 some did, but others didn't vote at all on many,
 2 many items. In fact, the Chair didn't vote at all
 3 in that session, which is -- I don't understand
 4 that. I don't understand what the protocol is when
 5 that's happening.
 6 And it's indicative to me of a pretty -- I
 7 don't know -- interesting board approvals when half
 8 the people don't vote.
 9 So I just wondered, is anybody --
 10 enlighten me on -- is there rules of order that when
 11 a significant portion of a board won't even vote on
 12 the -- on motions, is there a problem with that?
 13 THE CHAIR: Well, yeah. In term -- to me,
 14 in terms of good governance, there is no -- you're
 15 correct. There is no abstention that is noted.
 16 It appears that the individual who
 17 recorded the votes does not vote. So it would be
 18 like Commissioner Beck never voting.
 19 COMMISSIONER INGHAM: So the Chair would
 20 be that person.
 21 THE CHAIR: If you look at the minutes,
 22 it's not always the Chair; it's the individual
 23 that's not voting.
 24 COMMISSIONER INGHAM: I guess I just saw
 25 that the Chair never voted on one matter on that

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1 whole deal.
 2 THE CHAIR: Yeah. But if you look through
 3 other -- if you look through the entirety, you'll
 4 see it is a pattern. It is.
 5 And it is -- it's a concern. It's not --
 6 it's a concern. It's not a reason for taking off
 7 the Consent Agenda. But the other -- the other
 8 areas, there's -- there is one -- there is one vote
 9 that it's noted that there's a yes vote and an
 10 abstention.
 11 VICE CHAIR CARRILLO: From the same
 12 person.
 13 THE CHAIR: On the same person. So -- you
 14 know. And mistakes can happen when you're, you
 15 know, marking an X or something like that. I get
 16 that.
 17 But when the materials are being sent, the
 18 inconsistency should be identified that can be
 19 easily fixed and then the materials sent up.
 20 I'm also going to say that this is an
 21 extraordinary number of governing board changes
 22 being identified at one single time, that the
 23 lateness of these notices goes back to last
 24 summer -- last year. And that's just -- I mean,
 25 it's -- it's unacceptable that a governing body just

70	<p>1 is blatantly not doing their responsibility of</p> <p>2 notifying us, that it's -- it's unacceptable.</p> <p>3 VICE CHAIR CARRILLO: So I guess on -- in</p> <p>4 building on that -- and then, Commissioner Ingham, I</p> <p>5 would say this is all highly irregular. And I've</p> <p>6 never seen this, certainly, in my period here. And</p> <p>7 I imagine you even going further back; I mean,</p> <p>8 people that have been here a long, long time.</p> <p>9 Commissioner Brauer and Director Chavez hasn't seen</p> <p>10 that, either.</p> <p>11 My own personal feeling is you don't --</p> <p>12 you don't not vote or abstain unless there's a</p> <p>13 conflict of interest. Otherwise, you're elected to</p> <p>14 a board. You're on a board for a reason. If you</p> <p>15 can't make up your mind, then get off the darn board</p> <p>16 and get replaced by someone who can make decisions.</p> <p>17 Just, in general, that's my feeling about boards and</p> <p>18 commissions. So this is highly irregular.</p> <p>19 THE CHAIR: When the documents came</p> <p>20 through, and it was 52 pages, I don't think I've</p> <p>21 ever seen a notification that was 52 pages long,</p> <p>22 because it's just -- it becomes almost un- --</p> <p>23 difficult to go -- go through and keep track of who</p> <p>24 am I paying attention to here and -- but, like I</p> <p>25 said, it's as a result of a complete disregard of</p>	72	<p>1 Discussion and Possible Action Regarding Alma d'Arte</p> <p>2 High School -- Charter High School -- Including</p> <p>3 Action Taken Under the Intervention Ladder.</p> <p>4 So the school can come forward.</p> <p>5 So good morning, and thank you for</p> <p>6 traveling up.</p> <p>7 FROM THE FLOOR: Good morning.</p> <p>8 THE CHAIR: Our process is that the</p> <p>9 Charter School Division will present their</p> <p>10 information. The school will have an opportunity to</p> <p>11 present their information. And then Commissioners</p> <p>12 will ask any questions that they wish.</p> <p>13 I thought that's what --</p> <p>14 DIRECTOR CORINA CHAVEZ: Thank you, Chair</p> <p>15 Gipson, Commissioners, and Alma d'Arte.</p> <p>16 We are addressing an issue that I think</p> <p>17 really started at renewal, when the school was</p> <p>18 placed on a condition of renewal.</p> <p>19 The school had had a contract for three</p> <p>20 years. And, at renewal, which happened during</p> <p>21 COVID, we kind of -- we kind of gave them a break in</p> <p>22 not having data. So that's why the school was on a</p> <p>23 condition.</p> <p>24 And during the '22-'23 school year, there</p> <p>25 were issues that you just voted on with their annual</p>
71	<p>1 the process and not reporting.</p> <p>2 And it's not without -- I know Missy does</p> <p>3 a yeoman's job of informing schools of their</p> <p>4 obligation of what they have to do and training</p> <p>5 boards in that. So it's not without -- it can't be</p> <p>6 a "We didn't know." So -- okay.</p> <p>7 If there's no further discussion,</p> <p>8 Commissioner Beck.</p> <p>9 SECRETARY BECK: Commissioner Brauer.</p> <p>10 COMMISSIONER BRAUER: Yes.</p> <p>11 SECRETARY BECK: Commissioner Taylor.</p> <p>12 COMMISSIONER TAYLOR: Yes.</p> <p>13 SECRETARY BECK: Commissioner</p> <p>14 Clahchischilliage.</p> <p>15 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p> <p>16 SECRETARY BECK: Commissioner Ingham.</p> <p>17 COMMISSIONER INGHAM: Yes.</p> <p>18 SECRETARY BECK: Vice Chair Carrillo.</p> <p>19 VICE CHAIR CARRILLO: Yes.</p> <p>20 SECRETARY BECK: Chair Gipson.</p> <p>21 THE CHAIR: Yes.</p> <p>22 SECRETARY BECK: Secretary Beck, yes.</p> <p>23 There are seven votes for and zero votes</p> <p>24 against. The motion has passed.</p> <p>25 THE CHAIR: We are onto Item No. 13,</p>	73	<p>1 report that played out.</p> <p>2 This school year, we have expressed some</p> <p>3 concerns about the school due to a combination of</p> <p>4 items that are codified in Chair Gipson's letter,</p> <p>5 which is Item No. 13.a.</p> <p>6 I should just mention that prior to this,</p> <p>7 and not cc'ing the PEC, I had sent a letter that had</p> <p>8 much overlap directly to the head administrator just</p> <p>9 to let him know -- and that was after a phone</p> <p>10 call -- to let him know about some of the concerns.</p> <p>11 And, mind you, Commissioners, this is a</p> <p>12 new head administrator to a school that had a lot of</p> <p>13 issues in '22-'23. So Dr. Amador is playing</p> <p>14 catch-up and really trying to assess what's going on</p> <p>15 at the school, as this is going to him.</p> <p>16 But you'll see in the letter from the</p> <p>17 Chair the concerns.</p> <p>18 THE CHAIR: Would you just identify the</p> <p>19 time of the letter that you sent, just -- you know,</p> <p>20 month or whatever?</p> <p>21 DIRECTOR CORINA CHAVEZ: So great</p> <p>22 question. If somebody remembers the exact date,</p> <p>23 feel free to message me.</p> <p>24 I want to say that it was at least a month</p> <p>25 prior to this, if not two months prior.</p>

74	<p>1 Do you remember?</p> <p>2 DR. ADAM AMADOR: Madam Chair, if I may,</p> <p>3 January 5th.</p> <p>4 DIRECTOR CORINA CHAVEZ: January 5th.</p> <p>5 Thank you.</p> <p>6 So that was January 5th. And this is</p> <p>7 February 26th -- of course. January 5th. I</p> <p>8 remember that now.</p> <p>9 And so -- and I think that Dr. Amador and</p> <p>10 I had a conversation prior to the January 5th.</p> <p>11 So if you look at Chair Gipson's letter,</p> <p>12 again, it has a lot of overlap with my letter. And</p> <p>13 it addresses both academic concerns, organizational,</p> <p>14 and financial concerns, and just clarifies</p> <p>15 specifically where some of the things might be</p> <p>16 located.</p> <p>17 And that was Item 13.a., the Intervention</p> <p>18 Ladder.</p> <p>19 The school has responded to us. We met.</p> <p>20 Let me just back up a little bit. After</p> <p>21 Chair Gipson's letter went to the school, there was</p> <p>22 a meeting with the school, their attorney, the</p> <p>23 executive committee of the Commission, and</p> <p>24 Ms. Barnes. And as a result of that letter, we</p> <p>25 determined that the school would submit a response.</p>	76	<p>1 like me to walk through those? Or --</p> <p>2 THE CHAIR: Yes. I want to take each item</p> <p>3 and have the discussion on that item so that we're</p> <p>4 not just, you know, going back -- you know, my mind</p> <p>5 doesn't work that way. So if we can focus first on</p> <p>6 Item No. 1, and we can go through that. And then we</p> <p>7 can do Item No. 2. And I think we can all process</p> <p>8 it better.</p> <p>9 DIRECTOR CORINA CHAVEZ: Okay. In that</p> <p>10 case, I am sharing screen. And I'm going to try to</p> <p>11 increase the font size.</p> <p>12 That might not work. All right.</p> <p>13 So the CSD recommendations in terms of the</p> <p>14 Alma d'Arte Letter of Intervention and progress that</p> <p>15 the school is needing to make for academics is --</p> <p>16 the first two are already on the condition of</p> <p>17 renewal. And so we believe that the school needs to</p> <p>18 show adequate academic proficiency and growth for</p> <p>19 students.</p> <p>20 And as we know, the condition of renewal</p> <p>21 is that the school participate in the State</p> <p>22 assessments to the 95 percent participation level</p> <p>23 and show evidence of growth in math, reading, and</p> <p>24 science.</p> <p>25 And so that timeline is kind of far away</p>
75	<p>1 And so Item 13.b. in your materials is the</p> <p>2 link to where Dr. Amador and Alma d'Arte uploaded</p> <p>3 the items in response to Chair Gipson's letter.</p> <p>4 Now, in between all this is two site</p> <p>5 visits to the school: an initial site visit and one</p> <p>6 that occurred the day before the uploaded items were</p> <p>7 due. But we're really focusing on what's in the</p> <p>8 letter and not what happened during the site visit.</p> <p>9 However, when I drafted item 13.c., which</p> <p>10 is the Charter Schools Division's recommendation to</p> <p>11 the PEC, some of what we learned was taken into</p> <p>12 consideration.</p> <p>13 For example, in my January 5th letter, I</p> <p>14 was concerned about the school spending grant funds</p> <p>15 that it received. And that was for the year</p> <p>16 '22-'23, that the school left some funds,</p> <p>17 100 percent of those funds, on the table.</p> <p>18 I think for '23-'24, we were able to</p> <p>19 determine that that was no longer the case. The</p> <p>20 school was aware of the grants. They were spending</p> <p>21 the grants.</p> <p>22 So that is left out of the</p> <p>23 recommendations. Otherwise, our recommendations are</p> <p>24 pretty similar in terms of content.</p> <p>25 There's a few small changes. Would you</p>	77	<p>1 from now; right? The school has participated in the</p> <p>2 assessments, but we're not going to get the results</p> <p>3 for a while.</p> <p>4 Item No. 2, we are able to get sooner. In</p> <p>5 fact, June 30th is when we would have a summary of</p> <p>6 the beginning, middle, and end-of-year short-cycle</p> <p>7 assessments that the school is implementing. And so</p> <p>8 we would want to be able to see the results.</p> <p>9 Last year, when we got the forms that were</p> <p>10 completed by the school, the school did not do an</p> <p>11 analysis. They -- they provided some of the data.</p> <p>12 But in the end, they didn't say, "And this is how we</p> <p>13 did."</p> <p>14 So I am assuming that Dr. Amador would do</p> <p>15 a much more thorough job, is the expectation of the</p> <p>16 CSD, in analyzing the data so that we know if they</p> <p>17 met the condition for growth and improvements in</p> <p>18 proficiency for their students.</p> <p>19 Item No. 3 is "Show special ed</p> <p>20 compliance."</p> <p>21 Yes.</p> <p>22 THE CHAIR: I'm sitting by Commissioner</p> <p>23 Ingham too long.</p> <p>24 I'd like to take each item --</p> <p>25 DIRECTOR CORINA CHAVEZ: Yes.</p>

<p style="text-align: right;">78</p> <p>1 THE CHAIR: -- and have the discussion on 2 that item, and then we can move on, so that we're 3 not looking at this chart and jumping around, and 4 then people might forget a question or forget a 5 response because we've moved on to this now, and now 6 we want to go back to that. 7 So I just -- for me, for consistency, I'd 8 like to keep on the topic, and then we can -- and 9 then we can move on; okay? 10 DIRECTOR CORINA CHAVEZ: Sure. 11 THE CHAIR: So if you would introduce 12 yourself for the first time, and then you don't have 13 to do it anymore, and spell your last name, please? 14 And then we're focusing on the academic response. 15 DR. ADAM AMADOR: Fantastic. Dr. Adam 16 Amador, Chief Academic Officer at Alma d'Arte 17 Charter High School. 18 MS. RICHELLE PEUGH-SWAFFORD: I'm Richelle 19 Peugh-Swofford, and I'm the chair of the governance 20 council. 21 DR. ADAM AMADOR: And Amador is 22 A-m-a-d-o-r. 23 MS. RICHELLE PEUGH-SWAFFORD: And 24 Peugh-Swofford is P-e-u-g-h hyphen S-w-a-f-f-o-r-d. 25 THE CHAIR: Thank you.</p>	<p style="text-align: right;">80</p> <p>1 So that -- it just took me a while to see 2 where the bridges were not connecting to where we 3 needed to address exactly to meet the criteria on 4 Item No. 1. 5 THE CHAIR: So if I look at the Illuminate 6 scores for '23-'24, I'm still seeing Grade 9, it's 7 still 98 percent red. And if I look at Grade 10 -- 8 and this is beginning of the year. So this -- I'm 9 looking at the beginning of the year. It's still, 10 Grade 10, mostly red, because I think these are all 11 beginning of the year. 12 Grade 11, there's barely any white. 13 Barely. 14 And in Grade 12, it's similar to 9 and -- 15 and I guess -- so my -- my question is twofold. 16 So as Ms. Brown always tells us, that she 17 recommends to boards, through all the training, that 18 you have a yearly calendar. And that yearly 19 calendar marks, you know, specific times, especially 20 beginning of the year, at the end of the year, when 21 the governance council is going to be looking at 22 these scores, VISTAS scores -- you know, I forget 23 what you use for your students with disabilities. 24 DR. ADAM AMADOR: Brigrance. 25 THE CHAIR: Brigrance. Thank you. So that</p>
<p style="text-align: right;">79</p> <p>1 DR. ADAM AMADOR: What questions do you 2 have? 3 THE CHAIR: Well, this is your opportunity 4 first to offer any responses you wish to -- 5 DR. ADAM AMADOR: Okay. 6 THE CHAIR: -- onto that Item No. 1, the 7 academic. 8 DR. ADAM AMADOR: Absolutely. 9 THE CHAIR: Okay. 10 DR. ADAM AMADOR: So on Item No. 1, if we 11 saw -- when we got hired -- I started July 1st. 12 And, probably, I would say a month after, I was 13 presented with a lot of the academic information. 14 What I found was, as noted inside the box 15 of data I provided for all of you, was the scores 16 are -- I would say EOY, BOY, MOY scores from the 17 previous year were all at -- the circles are red. 18 Everything is red. Not a huge growth of 19 participation in terms of testing. And so that's 20 Item No. 1. 21 So our goal was to make sure that we put 22 systems in place for attendance for students to be 23 there collectively to test, to make sure that we're 24 providing the State PEC accurate data anytime that 25 we have mandatory State testing, right?</p>	<p style="text-align: right;">81</p> <p>1 the governance council looks at those and has a 2 discussion with the -- with the academic officer as 3 to, "What's our plan?" 4 So I'm going to ask the governance 5 council -- because I've looked through minutes, and 6 I haven't seen any -- any item on an agenda where it 7 says Dr. Amador is on there for his report, that he 8 is. But there is no item that I can see that says, 9 "Discussion of beginning-of-the-year data, 10 middle-of-the-year data, condition," you know, 11 "performance framework," you know, whatever, that 12 there doesn't appear to be any public discussion 13 noted about this. 14 DR. ADAM AMADOR: Madam Chair, if I may, 15 very quickly, before I turn the microphone over to 16 Chair Swafford, if you look at the 17 middle-of-the-year data I provided in terms of 18 English Language Arts, you will see a lot of growth. 19 So I provided two folders. And you will see growth 20 in the second -- 21 THE CHAIR: I see the middle of the year. 22 Thank you. I appreciate that. 23 DIRECTOR CORINA CHAVEZ: Chair Gipson, 24 some of us no longer have access to that folder. I 25 can't get in. Deputy Director, Commissioner Brauer.</p>

<p style="text-align: right;">82</p> <p>1 THE CHAIR: So I'm going to say I had 2 difficulty until I realized that you have to make 3 sure that you're logging in with your -- you 4 probably are, but you might not -- with your PED ID 5 for getting into that folder. My Google Drive, I 6 have multiple accounts. And I couldn't get in when 7 I was just on my Google Drive account. But as soon 8 as I logged in on my PED one, I had immediate 9 access. 10 So have you tri- -- 11 COMMISSIONER BRAUER: Madam Chair, I did 12 yesterday. I requested access. I didn't get 13 access. I just redid it. 14 THE CHAIR: Okay. I didn't have to. 15 DIRECTOR CORINA CHAVEZ: Do we have the 16 ability to make that access possible? 17 THE CHAIR: When I was using my PED ID, I 18 didn't have to. 19 DIRECTOR CORINA CHAVEZ: So I'm looking at 20 the e-mail that you sent. And when I clicked on it 21 from the e-mail before, I had access. But today, I 22 don't. 23 MS. JULIA BARNES: You know what I'll do 24 is I'm downloading it right now, and I'll upload it 25 to the PEC folder. I'm doing that right now.</p>	<p style="text-align: right;">84</p> <p>1 leave, and then we were asking some of the teachers 2 to provide us with some of that, they also refused. 3 THE CHAIR: So can I just ask? What kind 4 of data were you asking individual teachers to 5 provide? 6 MS. RICHELLE PEUGH-SWAFFORD: If there 7 were no test scores, I asked one teacher. I said, 8 "Can you show us, like, some grade book -- like, 9 some grades?" 10 And she refused to. 11 And I can't remember what the word is. 12 It's like FERPA, HIPAA, whatever the word was. 13 But she can redact the names. I don't 14 need to see the names, just the grades and the 15 attendance. And they refused. 16 THE CHAIR: So I'm going to say the last 17 thing a governance council should be looking at is 18 someone's grade book. 19 MS. RICHELLE PEUGH-SWAFFORD: Okay. 20 That's out of ignorance on my part. 21 THE CHAIR: Because that data just shows 22 you what that particular student is doing at that 23 time in that class. It's not showing you -- it 24 doesn't show you any growth. To me, it doesn't give 25 you any value.</p>
<p style="text-align: right;">83</p> <p>1 DIRECTOR CORINA CHAVEZ: Okay. Thank you. 2 MS. RICHELLE PEUGH-SWAFFORD: I'm a little 3 confused, so let me just make sure we're clear. 4 Are we talking about the data for '23-'24 5 or '22-'23? 6 THE CHAIR: We're kind of talking about 7 data for any time. Because my question was not -- I 8 do have a question about the growth. I did say 9 that. 10 But my question is a broader question for 11 the governance council. Because I don't see -- 12 MS. RICHELLE PEUGH-SWAFFORD: So every -- 13 so that's part of the reason we chose to put the 14 previous administrator on a Corrective Action 15 Plan -- or -- I don't remember the exact words -- 16 but that was one of the flags for us. 17 Every time we would ask her for data, test 18 score results, academic performance, there was 19 always excuses. And it was usually the COVID 20 excuse, and, "Well, we didn't have enough kids 21 to..." -- there was always some reason we weren't 22 getting data from the administrator. 23 And that was one of our first flags that 24 there was a problem. 25 And then when we put her on administrative</p>	<p style="text-align: right;">85</p> <p>1 You're absolutely right. The only person 2 that someone should be showing their grade book to 3 is their head administrator, and if a parent asks 4 for grades, certainly. And most schools have that 5 digitally, anyway. 6 MS. RICHELLE PEUGH-SWAFFORD: If there is 7 no test results, then how does the governance 8 council get data? 9 THE CHAIR: You should be asking your test 10 coordinator. Who is -- 11 MS. RICHELLE PEUGH-SWAFFORD: I don't know 12 who that is. 13 THE CHAIR: I'm going to tell you, first 14 off, that's an alarming response, that a governance 15 council chair or a governance council member doesn't 16 know who the testing coordinator is in their school. 17 Because there is someone who should have been 18 reporting to you all along. And -- 'cause that's 19 the person who administers the Illuminate, the 20 Brigrance, the -- all of those. 21 MS. RICHELLE PEUGH-SWAFFORD: I didn't 22 know who that was in '22-'23. 23 THE CHAIR: It was the same person that is 24 the testing coordinator, I do believe, as it is 25 today.</p>

<p style="text-align: right;">86</p> <p>1 But the fact that you didn't know it in 2 '22-'23, and you still don't know it, it's alarming. 3 It is. That is the job of the governance council is 4 to have this discussion and have -- have that 5 information. 6 How do you make a well-informed 7 decision -- and I'm going to say, first off, I 8 applaud you for the decision that the governance 9 council made last year. You saw the concern, and 10 you addressed that concern. So I absolutely want to 11 acknowledge that, you know. 12 And I want to say it appears -- because we 13 don't engage in that -- in that discussion. But it 14 appears you made the absolute right decision, or the 15 best decision you could for the school at that time. 16 So I absolutely want to acknowledge that. 17 But during -- you're asking the head 18 administrator. But you also have a test 19 coordinator, which you should be well-versed in. So 20 that's -- you know, it's -- it's alarming that a 21 governance council -- that's why I'm asking where's 22 the -- where's the plan set out to have these 23 discussions? 24 You're going to have -- you're going to 25 make a decision on who you're going to hire as</p>	<p style="text-align: right;">88</p> <p>1 looking at or trying to look at today. I've seen 2 that. And I've seen the progress from beginning of 3 the year to middle year. 4 THE CHAIR: My broader question is -- and 5 I appreciate the fact that you saw it. But then, 6 you know, what's the outcome of seeing it? That's 7 what the -- the governance council is supposed to 8 see it, process it, ask questions. And then there's 9 supposed to be an outcome. So let's have a plan 10 with the chief academic officer. 11 And I understand you're not in there day 12 in and day out. But through the discussions that 13 you should have been having about how this school is 14 situated in terms of the progress of its students, 15 you should be aware of the individuals who are 16 charged with executing the plan. You should. 17 It's not all up to Dr. Amador. It 18 takes -- it takes a village to do this. And you're 19 the biggest part of that village to move the school 20 forward, because you always hope that governance 21 councils survive. 22 MS. RICHELLE PEUGH-SWAFFORD: Right. 23 THE CHAIR: You know, unfortunately, 24 that's one of the other concerns, that there's been 25 so much transition that people are always being</p>
<p style="text-align: right;">87</p> <p>1 the -- as the successor for this person. 2 MS. RICHELLE PEUGH-SWAFFORD: For the test 3 coordinator? 4 THE CHAIR: For -- I would hope that the 5 growth or lack of growth of the students in the 6 school that you're helping to run drives the 7 decision -- helps to drive the decision on who we 8 hire. 9 MS. RICHELLE PEUGH-SWAFFORD: I know that 10 Cecilia Romero was doing some testing in '22-'23. 11 But I know she's taken on some different roles since 12 (inaudible). But I don't know if she's still doing 13 that. She may still be doing that. I'm not 14 100 percent sure. 15 But we're not there day in and day out. 16 We're not part of the day-to-day running of the 17 school. 18 THE CHAIR: I understand that. But that's 19 your -- part of the role of the governance council 20 is to be having -- to making sure that this school 21 is progressing. And the only -- one of the only 22 ways you can -- 23 MS. RICHELLE PEUGH-SWAFFORD: I have 24 reviewed the test score -- or the test data from the 25 middle of the year, the same stuff that you-all are</p>	<p style="text-align: right;">89</p> <p>1 brought up to speed. And as a result of that, 2 there's a lot of things that fall between the cracks 3 because of that. 4 But you do -- you do have a number, at 5 least two of you, that have been there for two or 6 more years. 7 MS. RICHELLE PEUGH-SWAFFORD: Uh-huh. 8 THE CHAIR: So -- and I -- I'll -- I want 9 to give -- 10 COMMISSIONER CARRILLO: I have a question 11 as a follow-up -- 12 THE CHAIR: Sure. Okay. 13 COMMISSIONER CARRILLO: -- because -- 14 thank you for coming up, by the way. It means a 15 great deal. 16 The -- what I heard Chair Gipson ask 17 initially on the board, what is being done 18 regularly? Like, do you have, on the agendas, in 19 which case, you know, like, there are some -- I'll 20 start by saying boards are critical to the success 21 of any school. 22 Where we find schools failing, usually, 23 they have a board that's failing that's not taking 24 their role in oversight seriously enough. And even 25 if there is some oversight, they've not been</p>

<p style="text-align: right;">90</p> <p>1 translating that to their head administrator, then 2 to take action, then, to have accountability, and, 3 you know, just -- and constantly go back, reassess 4 and redo.</p> <p>5 So what are you-all doing on a regular 6 basis in your board meetings? What agenda items do 7 you have that are those accountability items, where 8 you're saying, "We're going to look at these -- 9 we're going to have this on the agenda every month, 10 and then we're asking for this information"?</p> <p>11 And then so they see the agenda well 12 enough in advance to get you the information, use 13 the board to interpret that information. And then 14 that information goes to the -- in this case, the 15 chief academic officer.</p> <p>16 So what do you do regularly --</p> <p>17 MS. RICHELLE PEUGH-SWAFFORD: That 18 information comes through his report, or the 19 administrator's report that's on the agenda every 20 month.</p> <p>21 COMMISSIONER CARRILLO: I would say I 22 don't understand that, because then you're leaving 23 too much -- then you -- then any board is leaving 24 too much just to the head administrator. 25 He's just giving his report. You just</p>	<p style="text-align: right;">92</p> <p>1 success?</p> <p>2 DR. ADAM AMADOR: Absolutely. Vice Chair 3 Carrillo, yes. Can I kind of answer your question 4 before I go on into this one? That way, it'll help.</p> <p>5 As I said, when I got there, there was a 6 lot of dysfunction in the school, period. 7 Academically. No attendance records. There's 8 nothing.</p> <p>9 So to your point on record-keeping, even 10 for the CAP for the special education, there were no 11 data on the students that were under Indicators 4.a. 12 and 4.b. There was none to be had, no documentation 13 whatsoever. So I was starting at zero.</p> <p>14 So I informed the board of that. I said, 15 "I cannot really give you accurate academic data 16 because attendance is not good."</p> <p>17 We had a parent come to a parent meeting 18 and say, "How can my kid have straight A's and miss 19 65 days of school?" You know. So just on that, I 20 said, "We have to start at the bottom."</p> <p>21 So in terms of the PED, I started off 22 professional development. I brought in Dr. Fernando 23 Valle from Texas Tech, Dr. Vanessa DeLeon from Texas 24 Tech, who is also a SpEd attorney, Dr. P.J. Sedillo 25 from New Mexico Highlands, and Thomas Valles -- if</p>
<p style="text-align: right;">91</p> <p>1 accept his report. You move on to the next agenda 2 item or the next month.</p> <p>3 It's where you are asking for specific 4 things relative to your oversight. He has to report 5 on that. And then you're asking critical questions 6 to follow up.</p> <p>7 That's -- when we see successful boards, 8 we see that kind of interaction, not just the -- 9 like when Director Chavez -- she doesn't give us a 10 report. We ask questions about it. We drill down.</p> <p>11 I'm sure there are Commissions all over 12 the state that are just, "Okay. Thank you. Next." 13 Then what?</p> <p>14 THE CHAIR: So I want to bring us back a 15 little bit. And I appreciate -- and I had seen the 16 MOYs, and then I just -- that wasn't what I had 17 open.</p> <p>18 And I will say there is -- there is growth 19 that is noted. So -- there is. There's still big 20 pieces of red. There's still big pieces of red 21 there.</p> <p>22 DR. ADAM AMADOR: Right. Right.</p> <p>23 THE CHAIR: So my question now is what did 24 you do during this year in terms of PLCs, PD, in 25 terms of trying to execute a plan for academic</p>	<p style="text-align: right;">93</p> <p>1 you've seen the movie McFarland, USA, he's one of 2 the students they made the movie after.</p> <p>3 We started off with high-quality -- that's 4 the best you can get in the state. Texas Tech, the 5 program that we're in is the top five principal 6 program in the country. So my staff, during the 7 day, got to meet with Fernando and Vanessa. And 8 then at night, we brought the parents in to really 9 see how that communication goes.</p> <p>10 So this is August.</p> <p>11 Then the next day, P.J. Sedillo covers 12 advanced ed. So he's a gifted professor. And he 13 also goes into how -- how to work with LGBTQ 14 students in these spaces.</p> <p>15 So have covered -- in those two days, they 16 got that.</p> <p>17 Weekly PLCs are done with the academic 18 staff. We have an art integration specialist who 19 works with the artists. But at the onset, with 20 PLCs, we have to have data. So the teachers, to me, 21 said, "We don't usually collect data." 22 I said, "Well, what's an exit ticket for 23 you?" 24 "We don't do that." 25 I said, "Okay. Well, we're going to have</p>

<p style="text-align: right;">94</p> <p>1 to start..." -- but we want to -- we have to make 2 the connection with students first in order to be 3 able to get good data. 4 So I'm coming in -- so the first questions 5 I asked them -- and I think -- I don't know if I 6 provided that documentation to Director Chavez -- 7 but, "How do you collect data?" 8 So on one of my agenda for PLCs is how are 9 we collecting data? Is it exit tickets? Is it a 10 KWL chart? Is it -- you know, what do we -- how do 11 we do it? And then, as we progressed on in PLCs, 12 what are we using the data for? 13 So I'm not a punitive -- when I was a 14 teacher, I didn't like to be, "You kids are 15 un-proficient. You need to leave." 16 We don't do that. We help the teachers 17 grow. 18 Another step we took for the teachers is I 19 said, each -- for the academic staff, pick a 20 development nationally that you would like to attend 21 that will speak to your professional growth. 22 So they've all done that. 23 And we have PLCs. So then we come back. 24 And we're looking -- now we're starting to look at 25 data.</p>	<p style="text-align: right;">96</p> <p>1 to structure our calendar. So today and yesterday, 2 they had art integration professional development 3 yesterday. Then they had safe zone training 4 yesterday. 5 This morning, they have training from 6 Kimberly York with the Black Education Act. 7 So we're making sure that they're not only 8 getting those academic pieces, but the culturally 9 responsive pieces, how are we responding to the 10 students that we have on campus. 11 So that takes us -- it's a heavy lift, 12 because there has been no academic framework at the 13 school, at least in recent history. So now we're 14 starting from the bottom. 15 Does that make sense? Did I -- did I 16 get -- and we can provide agendas for those PLCs and 17 the agendas and sign-in sheets for the PLC -- from 18 our professors -- from Dr. P.J. Sedillo, Fernando 19 Valle, and Vanessa DeLeon. 20 COMMISSIONER CARRILLO: No. It makes 21 sense in terms of what you're doing now. 22 DR. ADAM AMADOR: And to answer, 23 Vice Chair Carrillo, the rest of your request, what 24 are you doing? We just had strategic planning. 25 We -- I would say 80 percent of the student</p>
<p style="text-align: right;">95</p> <p>1 According to the teachers, they have never 2 been presented data the way I have presented it to 3 them. So whether you're a 20-year veteran or a 4 first-year teacher, this is what I was presented 5 with. 6 So we have to start off -- unfortunately, 7 it's going to ding the school. But the academic 8 plan starts in bringing high-quality professional 9 development. Then it starts with having teachers 10 grow on their own, and then PLCs; right? 11 So we meet -- we meet every Wednesday, and 12 we go over -- they show me work. 13 So part of our job is art integration. So 14 they show me data. So the social studies teacher 15 brings in qualitative data. The science teacher 16 brings in some qualitative data and some 17 quantitative data. And then every teacher brings in 18 the art integration pieces that they're doing. So 19 we actually collect three pieces of data. 20 So I would say that from August to now, 21 we've grown a lot in terms of those PLC structures 22 and what they look at. And then it's allowing me -- 23 it's giving me the opportunity to say, "Okay, this 24 is what PD needs to look like next year." 25 For the calendar, this is how we're going</p>	<p style="text-align: right;">97</p> <p>1 population was interviewed. So we started off with 2 the art forms, music, dance, theater, and culinary; 3 SpEd students in a focus group, ELL students, and 4 our LGBTQ students. 5 Then we brought in parents and all faculty 6 and staff. In addition to that, we brought in -- 7 Irene Oliver-Lewis and other artists from Las Cruces 8 into the fold. So Mr. Stephen Linkous, and Edgar 9 Palacios were brought it. 10 Stephen Linkous was a former chief of 11 staff for Arlington, Virginia public schools, and 12 Edgar Palacios runs a national nonprofit. 13 Yvette Barnwell from -- she was my 14 colleague at Albuquerque High, like, 15 years ago. 15 She came in -- what she's going to do out of the 16 strategic planning is start building that community; 17 right? 18 And then the strategic plan will tell us 19 the academics, the communication. It's really going 20 to give us an idea of the strategic planning is part 21 of our governing board policy. And we cannot -- 22 there's no documentation as to when it was last done 23 or if it has ever been done at the school before. 24 So we're taking all these things serious at the same 25 time.</p>

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1 And then the plan is really good to move
 2 forward. But it's really going to -- it tells us,
 3 "This is what we should focus on," right?
 4 We had over 100 people participate for our
 5 little community. So we have a really good idea of
 6 where we're going with that.
 7 I forgot to include that. But I wanted to
 8 make sure you guys know we're taking it serious.
 9 But we're also getting stakeholder input. It's not
 10 just I develop the plan on my own based on the data
 11 I had. But some people don't understand the charter
 12 conditions, right?
 13 Alma d'Arte is not just a visual arts
 14 school. It's an arts school. It's an art
 15 integration for music, dance, culinary, and visual.
 16 So it's helping the community understand
 17 that.
 18 And then the PD. So Dr. Pancho Romero,
 19 Professor Emeritus from NMSU Jazz, he's working with
 20 our music teacher now.
 21 We got Robin Przybysz, who just moved from
 22 San Diego. She's shown nationally and
 23 internationally. Her and I, together, we're forming
 24 a student art gallery on campus. So we have
 25 provided students many avenues in terms of art

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1 performance and dance to go out -- our dance team
 2 won first place at New Mexico State competition
 3 early this spring.
 4 But now we're tying the academics to that,
 5 right? You have to have a certain GPA to perform.
 6 So it's ground level, all the way to meet
 7 at the top, right? But I know that I don't know
 8 everything, so I'm bringing in the experts in to
 9 help us address that.
 10 MS. JULIA BARNES: I just wanted to let
 11 Commissioners know that, in your PEC folder, I've
 12 moved all of their documents into a folder there, so
 13 you don't need to try to click on their response
 14 tab. I've copied it all up into there.
 15 MS. MELISSA BROWN: Do you want me to show
 16 13.c. or d.?
 17 Okay. That's where I was.
 18 DIRECTOR CORINA CHAVEZ: All right.
 19 Commissioners, the next item is 3;
 20 correct? You don't want to talk about the --
 21 THE CHAIR: Special ed was Item No. 2, and
 22 it's not. So I just -- and I just opened it. It's
 23 the implementing the academic condition is Item
 24 No. 2 on that chart. So I apologize.
 25 So if we could do, quickly, Item No. 2,

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1 which is the condition.
 2 DIRECTOR CORINA CHAVEZ: Correct. And so
 3 for the '23-'24 school year, in the folder, which
 4 you all should have access to now, there is the
 5 renewal conditions document. That has been
 6 submitted. It is dated February 8th. But this
 7 is -- this is new to me.
 8 And so information about the school's
 9 short-cycle assessment program, which was
 10 implemented in the fall and then again in December,
 11 is provided along with an analysis.
 12 So they used Illuminate in the beginning
 13 and middle year for all students. Special ed
 14 students were tested using Illuminate and Brigance.
 15 And then the -- it says that the teachers used
 16 Illuminate test scores, curriculum intervention to
 17 align curriculum and instruction standards.
 18 And they do provide some results. I'll
 19 let Dr. Russell summarize the results on the tests.
 20 DR. BRIGETTE RUSSELL: Chair Gipson and
 21 Commissioners, in -- from the beginning of year to
 22 middle of year, the Illuminate ELA results show
 23 growth, some growth in Grades 9, 10, and 11, but not
 24 12.
 25 The math data we have, all of the grades

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1 are combined into one report. And it's not showing
 2 growth.
 3 Dr. Amador, I'm not sure why the math
 4 grades are combined, and they're broken out for ELA.
 5 DR. ADAM AMADOR: I think it's a matter of
 6 just filtering out. That's something we can make
 7 the adjustment on. But that's -- as quick as it was
 8 presented to me, I downloaded and uploaded back to
 9 you-all. I wanted to meet that deadline ASAP.
 10 DR. BRIGETTE RUSSELL: Thank you.
 11 THE CHAIR: So I guess my question is when
 12 I look at the documents that are in the drive that
 13 you provided us, there is a form here for charter
 14 renewal documentation. And it's completely blank.
 15 Is that the template?
 16 DIRECTOR CORINA CHAVEZ: Yes. The
 17 template is there, but the actual populated document
 18 is also in there. You probably will need to rotate.
 19 I could share the screen to walk you through it if
 20 you would like.
 21 THE CHAIR: I don't know why the template
 22 is in there.
 23 DIRECTOR CORINA CHAVEZ: I sent the
 24 template to Dr. Amador so he needed to know exactly
 25 what he needed to populate.

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103	<p>1 sideways well. 2 DIRECTOR CORINA CHAVEZ: So if you 3 download it, there's a little rotation tool that you 4 can hit. 5 But, anyway, here's where it talks about 6 the implementation of the short-cycle assessments 7 within the first few weeks of school. And the 8 testing coordinator was responsible for it. 9 I think that the check box to the left, 10 Dr. Amador, means that you feel like it has been 11 completed; is that correct? Okay. 12 So the testing was done. "Brigance tests 13 given to special ed students by the special ed 14 program specialist. Data results given to teachers. 15 As we talked about before, Step 4, school 16 established math and reading curriculum, utilized 17 the curriculum throughout the year." 18 So there's just check boxes, and there's 19 the narrative provided by the school. 20 THE CHAIR: I can't read that. 21 DIRECTOR CORINA CHAVEZ: I can go -- 22 THE CHAIR: I'm not on the -- yeah. I 23 have to switch. I'm not on the Zoom meeting. But 24 I'll switch. 25 DIRECTOR CORINA CHAVEZ: Any questions or</p>	105	<p>1 DIRECTOR CORINA CHAVEZ: Commissioners, 2 I'll just say there's a check -- I didn't see a 3 narrative. If you don't mind, I will quickly move 4 over to where there was the possibility for comment. 5 So we see a check. But I don't know if 6 you would like for Dr. Amador to give a voiceover on 7 what was actually accomplished. 8 THE CHAIR: I do have to say I actually 9 did read this last night. I don't -- you know, 10 (inaudible) that it's straightforward. I guess on 11 my iPad, it came up fine. 12 And I did have that question. Because in 13 the template, the condition is not just the inputs, 14 administering the tests; the condition of renewal is 15 the outputs, the showing of the growth. 16 And here all I see is, "Yes, we conducted 17 the tests." 18 The condition is to provide the 19 information that the growth is shown. And that's 20 where that narrative opportunity is there. And I'm 21 just going to ask. 22 Is this also your -- is this your DASH 23 plan? Is this where this is coming from? 24 DR. ADAM AMADOR: That's correct. So -- 25 THE CHAIR: That's what I figured. And</p>

<p style="text-align: right;">106</p> <p>1 that's fine, you know. As showing this is -- you 2 know, we're not looking to reinvent the wheel. So 3 if you're using that DASH plan, and that's going to 4 help satisfy the condition, fine. 5 But the DASH plan, I think at the end of 6 the year does a self-assessment. And we're kind of 7 asking for that self-assessment at the middle of the 8 year and the end of the year through that template. 9 So that's what -- that's what I don't see. 10 DIRECTOR CORINA CHAVEZ: Are there any 11 other questions or -- 12 THE CHAIR: So my understanding is that, 13 yes, you administered all those tests. We saw -- 14 you did the middle of the year. But that what was 15 not provided was a -- I don't want to say an 16 evaluation -- an analysis. Thank you very much. It 17 takes a village to get my words out. 18 So there wasn't an analysis. And that's 19 really what the template is asking you to do, 20 because we're asking to show us that, you know, 21 it's -- and I don't think I could do an analysis 22 from the information that was -- that was given to 23 us. So I can't say you've satisfied the condition. 24 We have the -- we have the charts with the 25 middle-of-the-year assessment, but there's no</p>	<p style="text-align: right;">108</p> <p>1 Not only that, I think really documenting 2 the special education -- working with that student 3 data and really targeting those students and 4 providing supports for those students and the ELL 5 students, we're going to start seeing an uptick in 6 data. We usually do. 7 So that's, again, speaking directly to us 8 providing PLCs, getting teacher input and then 9 providing what supports the students need; so 10 looking at the student surveys that are given to 11 them and then just kind of breaking down data. 12 What the school has not been good at is 13 doing, like I said, classroom analysis on the data 14 that's provided. So that's another thing that we 15 have to work on. But with that being said, 16 that's -- that's kind of my analysis for the middle 17 of the year. 18 THE CHAIR: Thank you. So I'm going to 19 ask you. Do you -- do you get, from the Illuminate 20 folks, an analysis? 21 DR. ADAM AMADOR: It's numerical. There's 22 no qualitative. It just breaks it down numerically. 23 THE CHAIR: And thank you for this, 24 because this isn't necessarily helping at this 25 moment. But when we're looking at contract</p>
<p style="text-align: right;">107</p> <p>1 analysis of that. 2 DIRECTOR CORINA CHAVEZ: So these are 3 action steps to actually implement classroom 4 support. And there is some narrative. And the 5 end-of-the-year testing and assessments are 6 incomplete because that's not yet happened. 7 But in the comments on completion, Steps 1 8 through 6, would you like to provide -- would you 9 like Dr. Amador to provide a narrative relative to 10 that? 11 Yes. 12 THE CHAIR: (Off-mic.) But I'm -- yeah. 13 DR. ADAM AMADOR: So these are for the 14 middle of the year. 15 I think the scores, the uptick in the ELA 16 is reflective of that PLC and really bringing the 17 teachers together, having them explain to us how 18 they incorporate the data in their classroom; not 19 only that, but the art integration. 20 But if you walk through the top hallway in 21 the school, you see that art integration piece. But 22 now you're looking at the data, and you see that. 23 So the supports from PLC is having those academic 24 discussions: What do we use data for? How is it 25 operationalized in the classroom?</p>	<p style="text-align: right;">109</p> <p>1 negotiations, Illuminate is one of those assessments 2 that schools may use. 3 We haven't had a school use it yet. But I 4 know a number of schools do. And moving forward, I 5 think there's going to be challenges. But that's 6 kind of an aside. So thank you. 7 DIRECTOR CORINA CHAVEZ: And I -- when we 8 conducted the site visit, more specific Illuminate 9 data was provided to us at that time. That's not 10 included in this information. 11 We could upload it. I don't know if 12 there's going to need to be any redacting. But I 13 know that Cheryl stepped out for the moment, but she 14 did collect that information when we were there just 15 last week -- or earlier this week. 16 THE CHAIR: I hesitate to be looking at 17 that, because we didn't have it in our -- the 18 information that Commissioners had to look at to 19 prepare for this. 20 So I guess my -- my overarching question 21 is, then, how can you successfully respond to the 22 condition if you're not getting that analysis? Does 23 anybody -- 24 DIRECTOR CORINA CHAVEZ: So I think -- and 25 Ms. Rowe is not in here at the moment. But as we</p>

<p style="text-align: right;">110</p> <p>1 were debriefing the visit, and as Dr. Russell said, 2 we believe the school has made progress in the ELA 3 components for all the grades except for seniors. 4 THE CHAIR: So I appreciate that as 5 anecdotal. 6 DIRECTOR CORINA CHAVEZ: Okay. 7 THE CHAIR: Truly. Because I need to see 8 it. I need to be able to touch it. I can't make a 9 decision on -- no offense meant to anyone, on anyone 10 saying, "I believe they've made growth." 11 I just -- I can't make a decision on that. 12 I need to see it and it be documented before I can 13 make a decision. That's just me. 14 Deputy Director? 15 DR. BRIGETTE RUSSELL: Thank you, 16 Chair Gipson. 17 When I referred to the ninth, tenth, and 18 eleventh ELA, I was referring to Illuminate reports, 19 not what we saw at the site visits. It's the actual 20 PDFs that show -- 21 THE CHAIR: Right. And I -- 22 DR. BRIGETTE RUSSELL: -- EOY to MOY. 23 THE CHAIR: My question was because of the 24 specificity of our condition of renewal, can this 25 school respond to it if Illuminate does not do the</p>	<p style="text-align: right;">112</p> <p>1 feedback to school after school after school. 2 Schools tend to give us these big PDFs with a bunch 3 of charts and a bunch -- and it takes me an hour and 4 a half digging into it to figure out what does it 5 mean? 6 So because it says 90 percent of students, 7 FAY students, will increase from this percent to 8 this percent, the school needs to dig into those 9 charts and graphs and tell us -- provide to the 10 Commission and CSD how many students are there in 11 that denominator; from grades 9 through 12, how many 12 of them made 5 percentage points' worth of progress 13 and do -- as you say, do the analysis for us. 14 That's what we need. We need that for reading, and 15 we need that for math. 16 THE CHAIR: Because Illuminate does not do 17 that. 18 DIRECTOR CORINA CHAVEZ: The other part I 19 would add to that is -- and the school partially did 20 this last year by providing -- I would say we don't 21 want to have the student names, but maybe the 22 student Nova ID, or whatever that's called now, as 23 one of the columns so that we can see, whenever 24 we're talking about that denominator, individual 25 student results. That would help us -- if we had to</p>
<p style="text-align: right;">111</p> <p>1 analysis? 2 I don't want just charts. And we all make 3 our own -- because I can't make an analysis out of 4 that chart. But the condition specifies showing the 5 percentage of growth or -- so -- 6 DR. BRIGETTE RUSSELL: Right. And -- 7 THE CHAIR: -- how do we do that? 8 DR. BRIGETTE RUSSELL: So they -- the 9 condition has not been met. I mean, there is 10 growth; but, no, the condition is not met. 11 THE CHAIR: But who's -- so maybe I'm 12 going down a rabbit hole that I don't need to. But 13 I'm still confused. 14 So how does Dr. Amador respond -- it 15 hasn't been met. But my understanding was it hadn't 16 been met because it really hadn't been reported out 17 well; not so -- that's the question. 18 Going forward, I don't want the school to 19 be sitting here year after year after year, not -- 20 and we're saying, "Oh, you haven't met that 21 condition." 22 How do we -- how does he successfully 23 respond to this piece? 24 DR. BRIGETTE RUSSELL: So, Chair Gipson, I 25 believe what's needed is more -- and I give this</p>	<p style="text-align: right;">113</p> <p>1 verify any of the data, that would help us to be 2 able to verify. 3 DR. ADAM AMADOR: Madam Chair, I believe 4 in two site school visits and the e-mails back and 5 forth with you and Julia and everybody, that could 6 have been clarified, and that data could have been 7 presented to you today. I would have disaggregated 8 it and had it to you today. 9 That was not made clear to us in either 10 site visit that that data would have been necessary. 11 All that asks for is, "Are the students growing by 12 percentage points?" 13 It doesn't specifically say, "We want it 14 broken down by X, Y, and Z." If it had been made 15 clear to me, I would have provided that data to you 16 Monday or Tuesday, and to the CSD as well. 17 THE CHAIR: Okay. Thank you. 18 DR. BRIGETTE RUSSELL: And, Chair Gipson, 19 fair enough. I did not specifically say that to 20 Dr. Amador at the visit. There were a lot of moving 21 parts at the visit. And it would have been helpful 22 if I would have given him that direct feedback. 23 THE CHAIR: Okay. But I'm going to say 24 also that this was due in December. So that for the 25 site visit that was completed a week ago, it's</p>

<p style="text-align: right;">114</p> <p>1 woefully late. So that this was -- this was due in 2 December. So that conversation could have been had. 3 But -- you know. And I know I was asked 4 for the template, and I provided links. But that -- 5 it didn't need to be cleared up at the site visit. 6 That should have been -- this was something that was 7 required to be submitted in December. 8 Okay. Oh. Sorry. 9 COMMISSIONER TAYLOR: No big deal. I 10 just -- in reading the -- in reading the goals by 11 the end of each school year, 90 percent of -- the 12 end-of-the-year -- students will -- it's gone now -- 13 but they will increase their proficiency by 14 5 percent. 15 That is pretty clear. The school's 16 responsible for giving that information; right? 17 DIRECTOR CORINA CHAVEZ: Yes. So I 18 believe the time frame is we're looking at the end 19 of the year, did they meet it. But the submission 20 for December allows us to see that they're on target 21 by administering, which we're in a better place 22 today than we were a year ago. And by showing DASH 23 plan steps that the school needed to take to make 24 sure that that data is not just being collected and 25 not being used, but translates to direct support in</p>	<p style="text-align: right;">116</p> <p>1 of the year and not -- that's not an extraordinary 2 thing to request of a teacher or a school leader to 3 see that, "Yes, we gave the test." You get a check 4 mark for that. 5 But you also ought to be having a culture 6 at the school to look at the results and see, 7 "90 percent of my students, are they on track by the 8 actual data itself, not just showing up and taking a 9 test?" 10 DIRECTOR CORINA CHAVEZ: Absolutely. And, 11 Madam Chair, I think Missy Brown would tell the 12 board that's the sort of data -- we don't need to 13 see the kids' names. But that's the sort of data 14 that should be brought to the board so that they 15 have a check on progress being made. 16 Okay. So we're moving towards showing 17 special education compliance. 18 And the school currently has a Corrective 19 Action Plan, year one, for some indicators. And 20 the -- the letter that is created by the Special Ed 21 Division was sent to the school midyear. We're not 22 going to get a new letter for a while. So the 23 timeline around the annual determination letter will 24 happen in the fall or spring when special ed has 25 created it.</p>
<p style="text-align: right;">115</p> <p>1 the classroom. 2 I think that the critical "Did they meet 3 the condition or not" is -- happens in June once we 4 have all of the data and we're able to assess 5 whether that 5 percent increase was made. 6 COMMISSIONER TAYLOR: All right. 7 THE CHAIR: And it didn't happen last 8 year. But meeting the -- and that's what we're 9 ultimately voting on is last year's. 10 But going forward for this year, the 11 school was still late in submitting -- 12 DIRECTOR CORINA CHAVEZ: The December 13 submission. 14 THE CHAIR: So that we're clear on what 15 the expectation is for June. 16 DIRECTOR CORINA CHAVEZ: Right. 17 THE CHAIR: Okay. 18 COMMISSIONER BRAUER: Madam Chair, I just 19 want to share. To Commissioner Taylor's point, 20 although I understand the logic behind they actually 21 just have to do the test to show that they're on 22 track. But if they have a beginning and a midpoint 23 result, as a teacher, as an educator, you can look 24 at that and see are we 2.5 increasing? 25 The students who started at the beginning</p>	<p style="text-align: right;">117</p> <p>1 Nonetheless, the school has that in their 2 hands. They know that they're on a Corrective 3 Action Plan for a couple of indicators. 4 One is the indicator related to conducting 5 the manifestation determinations before -- before 6 putting special ed students through a behavior 7 correction. So that could be expelling or 8 suspending students that have IEPs. 9 There's the requirement for public schools 10 to have a hearing that says, "Is this behavior a 11 part of the student's diagnosis or not?" 12 And so the school did not have a record of 13 demonstrating that that occurred in '22-'23, which 14 is why that is a correction for the school. 15 Commissioner Carrillo looks like he might 16 have a question. No? Okay. All right. 17 So this one, I feel like, is in the 18 Special Education Department's hands, to monitor and 19 to let us know if the school has corrected the 20 indicators. 21 I also -- while we were at the school -- 22 is it okay to talk about what we saw at the school 23 as well? Okay. 24 We asked for logs of special ed services 25 that the students were getting. And we saw -- we</p>

<p style="text-align: right;">118</p> <p>1 saw some logs.</p> <p>2 Now, if you asked me to give a thorough</p> <p>3 analysis on everything SpEd at that school, I would</p> <p>4 say I cannot give that to you; right? I, A, don't</p> <p>5 have the expertise; B, nor did we dig as deep into</p> <p>6 all aspects of special ed compliance.</p> <p>7 I can tell you that we've heard some</p> <p>8 concerns about are there enough special ed-certified</p> <p>9 staff providing services? I can tell you that</p> <p>10 the -- that the director of student services,</p> <p>11 Ms. Romero, is very much tuned into what's going on</p> <p>12 with special ed and working towards that.</p> <p>13 But I would say that this is a work in</p> <p>14 progress. And, again, the answer to whether they've</p> <p>15 corrected the special ed concerns that we're aware</p> <p>16 of will be evident next school year.</p> <p>17 THE CHAIR: Special education (inaudible)?</p> <p>18 Okay.</p> <p>19 DIRECTOR CORINA CHAVEZ: I am going to ask</p> <p>20 for Missy to promote Cheryl to the panel, because</p> <p>21 Cheryl has the collection of all detail and</p> <p>22 documents and would be able to answer that.</p> <p>23 MS. MELISSA BROWN: I've promoted her to</p> <p>24 the panel.</p> <p>25 MS. CHERYL ROWE: Okay. Hi. This is</p>	<p style="text-align: right;">120</p> <p>1 And sorry. I didn't know I was going to</p> <p>2 speak. So give me just a second here to look up my</p> <p>3 notes.</p> <p>4 DIRECTOR CORINA CHAVEZ: So while Cheryl</p> <p>5 is looking up the letter, I will just let</p> <p>6 Commissioners know that there are two ways that a</p> <p>7 school can be on a special ed Corrective Action</p> <p>8 Plan, one is through the annual determination</p> <p>9 letters, looking at a set of federally defined</p> <p>10 indicators, and that we know that the school is on a</p> <p>11 Corrective Action Plan for the first year relative</p> <p>12 to a couple of indicators. Cheryl's going to give</p> <p>13 the details on that in a second.</p> <p>14 The second way that a school could be on a</p> <p>15 Corrective Action Plan is if there is a State</p> <p>16 complaint that has been investigated and determined</p> <p>17 to result in a Corrective Action Plan.</p> <p>18 I just looked at the list that we</p> <p>19 received. We get an e-mail weekly from Special Ed</p> <p>20 to let us know who's on a State complaint Corrective</p> <p>21 Action Plan. And so at this point, Alma is not on</p> <p>22 that list. So they could be in the midst of</p> <p>23 investigating. But, currently, they're not on a</p> <p>24 Corrective Action Plan for -- for a State complaint.</p> <p>25 THE CHAIR: My question was simple. Are</p>
<p style="text-align: right;">119</p> <p>1 Cheryl.</p> <p>2 DIRECTOR CORINA CHAVEZ: Hi, Cheryl. Did</p> <p>3 you hear Chair Gipson's question?</p> <p>4 MS. CHERYL ROWE: No. What was the</p> <p>5 question?</p> <p>6 THE CHAIR: Yes. Do we have any</p> <p>7 documentation of current special ed complaints for</p> <p>8 the school? Do we have -- do you have a record of</p> <p>9 that, if there are any?</p> <p>10 MS. CHERYL ROWE: I do not have a record</p> <p>11 of that. The complaints have not actually been</p> <p>12 coming to me.</p> <p>13 DIRECTOR CORINA CHAVEZ: Cheryl, do you</p> <p>14 have the annual determination letter that you can</p> <p>15 speak from?</p> <p>16 THE CHAIR: That's not going to answer --</p> <p>17 DIRECTOR CORINA CHAVEZ: Right. And I'm</p> <p>18 going to look at the most recent e-mail that I</p> <p>19 received around special ed complaints that are open;</p> <p>20 okay?</p> <p>21 MS. CHERYL ROWE: Okay. Well, my</p> <p>22 understanding of these special education annual</p> <p>23 determination letters, there were two areas,</p> <p>24 Indicators 4 and 13, that they were not compliant</p> <p>25 with.</p>	<p style="text-align: right;">121</p> <p>1 there any complaints filed at this moment in time</p> <p>2 that we know of? Not that we -- if there's no</p> <p>3 Corrective Action Plan, that doesn't mean there</p> <p>4 hadn't been complaints, and I get that. But that's</p> <p>5 something that would have been finished. I'm just</p> <p>6 asking simply --</p> <p>7 DIRECTOR CORINA CHAVEZ: Has somebody</p> <p>8 submitted a complaint?</p> <p>9 THE CHAIR: That's what I asked.</p> <p>10 DIRECTOR CORINA CHAVEZ: Okay. I -- at</p> <p>11 this point, Special Ed would have that information.</p> <p>12 They would be doing an investigation on it. But I</p> <p>13 can't say.</p> <p>14 DR. BRIGETTE RUSSELL: I just spoke to --</p> <p>15 THE CHAIR: I don't need to know the names</p> <p>16 in the complaint. But can't Special Ed identify,</p> <p>17 you know, if there's, you know, just the receipt of?</p> <p>18 I'm not asking for names, numbers, anything. I'm</p> <p>19 just asking for a simple --</p> <p>20 DR. BRIGETTE RUSSELL: Chair Gipson, there</p> <p>21 are two people from PED's Office of Special</p> <p>22 Education here. And they have just confirmed to me</p> <p>23 that there are no open complaints currently being</p> <p>24 investigated for this school.</p> <p>25 THE CHAIR: Okay. Thank you.</p>

122	<p>1 DR. BRIGETTE RUSSELL: Not complaints that 2 have been received by the Office of Special 3 Education. 4 COMMISSIONER BRAUER: Madam Chair? 5 Apologies if I missed this if this is in our 6 information. But when was the last time that 7 Special Education either joined you all for a visit 8 or did a -- did their own site visit to the school? 9 DR. BRIGETTE RUSSELL: Special Education 10 has not been on one of our site visits to Alma. 11 Would -- 12 DIRECTOR CORINA CHAVEZ: So, actually, I 13 just got a text message from Miguel Lozano, who is a 14 special ed attorney in the audience and could be 15 promoted to the panel, should you wish to ask him 16 questions, because I think he has additional 17 information that would be helpful. 18 THE CHAIR: (Off-mic.) 19 (Court reporter reminder.) 20 DIRECTOR CORINA CHAVEZ: Do you need me to 21 chime in? 22 VICE CHAIR CARRILLO: While he's being 23 promoted, I'm hearing you say, based on what our 24 folks in Special Ed said, there are no complaints 25 active right now that were filed with Special Ed on</p>	124	<p>1 the person, the complainant, whether they want to 2 file a formal complaint or not. 3 THE CHAIR: Yeah. The complaint has to be 4 filed by -- 5 VICE CHAIR CARRILLO: The complainant. 6 THE CHAIR: -- someone who's a 7 parent/guardian, or whatever. They can't just be -- 8 they couldn't do that. 9 DIRECTOR CORINA CHAVEZ: Miguel is on and 10 ready to speak if you're ready to listen to him. 11 Go ahead, Miguel. 12 MR. MIGUEL LOZANO: Thank you, Director 13 Chavez, Madam Chair, members. Too, I just wanted to 14 make sure you-all had current information from the 15 Office of Special Education. 16 So we do have one State complaint that 17 will be investigated if the parties are unable to 18 come to a resolution. That was filed this week. 19 We have another State complaint that's 20 under review right now but is not likely to be 21 subject to investigation, because it doesn't appear 22 to have allegations related to the Individuals with 23 Disabilities Education Act. 24 And so we would issue a declamation letter 25 and likely direct the complainant to Charter Schools</p>
123	<p>1 this school. 2 So as we heard, does that mean that 3 special -- complaints about Special Ed could have 4 been -- it would seem to me they could have been 5 brought to the school's attention, but whatever 6 further steps may or should have been taken were 7 not. Is that reasonable to deduce? 8 DR. BRIGETTE RUSSELL: So there have been 9 complaints to the Charter Schools Division and to 10 PED. But -- and if Missy could promote 11 Mr. Lozano -- he has just come in. 12 MS. MELISSA BROWN: He has been promoted. 13 DR. BRIGETTE RUSSELL: Okay. 14 COMMISSIONER CARRILLO: Before he goes -- 15 procedurally, if a complaint is made to CSD relative 16 to special ed, is that automatically? Or does a 17 separate complaint need to be made? 18 DIRECTOR CORINA CHAVEZ: Yes, a separate 19 complaint needs to be made. It's a much more formal 20 process. We will listen, and we will let them know 21 should they wish to file a formal complaint, who to 22 be in contact with. 23 VICE CHAIR CARRILLO: But it's not 24 automatically forwarded. 25 DIRECTOR CORINA CHAVEZ: No. It's up to</p>	125	<p>1 and other potential areas for complaint. 2 Notably, based on what you just said, 3 Madam Chair, I want to be clear that State 4 complaints can actually be filed from anybody, by 5 anybody. It doesn't have to be a parent or 6 guardian. Due process complaints, which are the 7 more court-like proceedings, could be from -- 8 usually have to be filed by a parent or guardian. 9 But we don't currently have any of those with 10 respect to Alma d'Arte. 11 THE CHAIR: And thank you for that 12 information, because I did not realize that just 13 anyone could file the complaint. So I appreciate 14 that, because that will be helpful when others 15 contact -- contact us to have that knowledge. 16 So I appreciate that. 17 And thank you for joining and giving us 18 that additional information. 19 MR. MIGUEL LOZANO: No problem, 20 Madam Chair. Thank you. 21 THE CHAIR: Okay. Commissioners, any 22 question -- so I'm going to ask. If a parent of a 23 student, especially if a -- if the parent is wishing 24 to have a concern addressed regarding, in this case, 25 we're focusing on special education. So it could be</p>

<p style="text-align: right;">126</p> <p>1 asking for servicing, asking for a diagnosis, having 2 questions about IEPs, 504s -- we're going to make it 3 all-encompassing -- if a parent has a concern about 4 that, what process does the governance council have 5 to process that concern? 6 MS. RICHELLE PEUGH-SWAFFORD: We've put a 7 grievance process policy on the website for them to 8 follow, and those steps are on there. 9 THE CHAIR: And that grievance policy went 10 on when? 11 MS. RICHELLE PEUGH-SWAFFORD: The first 12 time I saw it was about two weeks ago, I think. 13 THE CHAIR: Yeah. Yeah. So that's -- 14 that's a really big concern. Because for months, 15 for the better part of this entire school year, 16 parents have been unaware of, "How do I have my 17 concern addressed?" 18 Because let's look at the fact that the 19 website itself was down for so long. So you 20 couldn't even find any information about a 21 governance council member to even send an e-mail 22 saying, "What do I do about this?" 23 And the -- so I'm going to say that the 24 grievance process that you have on there, to me, is 25 more of a -- and I did this in my previous life. I</p>	<p style="text-align: right;">128</p> <p>1 chair of the governance council, a letter explaining 2 my concern, and that should be responded to. 3 The -- the governance council, you have a 4 subcommittee, maybe, that -- so you don't need -- 5 you don't have a quorum, doesn't have to be public, 6 because we don't want children's rights violated. 7 And there's a discussion about the concern and that 8 the parent has adequately been responded to. 9 We talk to individuals -- you can even ask 10 that parent to come in to the meeting. 11 But, "We've -- we've looked at the 12 concern, and this is the finding that we have." 13 And it's either not going to go any 14 further, or we're -- you know, "We've asked the head 15 administrator to do this about it," you know. 16 Or, "We're -- we've asked the special ed 17 coordinator to contact you within ten days to have 18 this done." 19 To me, that's the -- that's the quickest, 20 easiest process to have parents heard. And the fact 21 that, yeah, it just went up two weeks ago, and "My 22 kid's exiting the school at this point in time," 23 because it's May, for all intents and purposes. 24 It's just really -- it's sad that students' voices 25 and parents' voices haven't been heard. And</p>
<p style="text-align: right;">127</p> <p>1 was the grievance chairperson. To me, the grievance 2 process that you have there is more of a staff 3 grievance process than it is a -- than it is 4 parental grievance process. 5 Because the initial stage, to me, to go to 6 the -- in your grievance process, it says the first 7 thing you need to do is go to the person that you've 8 got the problem with. 9 And to me, for a parental concern, my 10 first step should be, you know, I've already -- I've 11 already done that. I went to the special ed 12 director or whatever you want to call it. 13 So I don't think that process -- I think 14 for a parent, it's way too cumbersome for a parent 15 to navigate that, because, generally, those types of 16 grievances, when you're looking at staff, you've got 17 someone like me that did that for the staff person. 18 And parents don't have that bandwidth to do that. 19 You know, they're supposed to be -- these 20 are the children that we're serving. And for me to 21 make a cumbersome process for a parent, I'm almost, 22 like, saying, "I'm going to make this as hard as I 23 can for you to be heard." 24 And it should be simple for a parent. It 25 should be -- I should be able to send the Chair, the</p>	<p style="text-align: right;">129</p> <p>1 that's -- you know, that's what we're all here for. 2 So, Commissioner Carrillo, did you want to 3 say something? 4 VICE CHAIR CARRILLO: Yeah, I think so. I 5 hope I'm not being redundant in what you're talking 6 about. 7 First, I want to ask Director Chavez a 8 question. 9 So when someone calls CSD relative to a 10 complaint or concern about -- it could be their 11 child, because we've just determined that it doesn't 12 have to be their child if they witness something 13 happening -- what is the procedure for guiding this 14 person and telling them what to do next to have this 15 concern heard? 16 DIRECTOR CORINA CHAVEZ: Thank you, 17 Commissioner Carrillo. Chair Gipson. 18 We have a designated person within the 19 Charter Schools Division who has time to listen and 20 to track all the complaints that come our way. 21 And -- 22 VICE CHAIR CARRILLO: Quickly, is that 23 Kelli Renken? 24 DIRECTOR CORINA CHAVEZ: That is Kelli 25 Renken. She's recently been in more direct contact</p>

<p style="text-align: right;">130</p> <p>1 with Julia Rosa Emslie, who's responsible for 2 constituent services, as an agency, overall. 3 So what I have determined in the past few 4 months is that we may be giving false hope to 5 parents that we have the ability to make huge 6 changes at the school. 7 For example, we get complaints about 8 somebody that was terminated, or we get complaints 9 about a particular policy; whereas, what we really 10 need to be is listening, being compassionate, of 11 course, and then letting the parents know what their 12 rights are. 13 VICE CHAIR CARRILLO: I'm talking specific 14 to special ed standards. 15 DIRECTOR CORINA CHAVEZ: You're talking 16 specific to special ed? I thought we had moved past 17 that on to the grievance -- 18 VICE CHAIR CARRILLO: I think we're still 19 on No. 3. Are we not there? 20 DIRECTOR CORINA CHAVEZ: Relative to 21 special ed, again, we listen, and then we provide 22 contact information in the Office of Special Ed, 23 should they wish to file a formal complaint. Then 24 it's moved over to Miguel Lozano's team to do the 25 intake on that. And we just track it.</p>	<p style="text-align: right;">132</p> <p>1 you're saying. I know that's our new procedure at a 2 couple of schools. 3 I've heard parents and everything. I say, 4 "I can't get involved. This is your contact." And 5 I send them right to Kelli. They keep me in the 6 loop, which is great, but I don't get involved at 7 all. 8 So with regard to special ed, I heard what 9 you say about a grievance procedure. I would agree 10 with Ms. Gipson, that seemed to have more to do with 11 almost the kind of grievance procedure you may or 12 may not have -- you have a CBA -- right? -- at your 13 school? That would parallel the CBA, I would 14 imagine. 15 Relative to No. 3 here, the biggest 16 concern here is special ed. 17 So if someone were to come to you, 18 Dr. Amador, or if they felt they weren't being 19 heard, or if they came to a meeting, what -- what's 20 done with that concern? Are they also then told, 21 "You need to" -- I imagine -- 22 DR. ADAM AMADOR: If I may, Vice Chair 23 Carrillo, absolutely not. What I requested from the 24 Charter School Division was what, where, when, and 25 how -- and how -- so we can address the issue. When</p>
<p style="text-align: right;">131</p> <p>1 VICE CHAIR CARRILLO: Do we inform the 2 school at all that, "Hey, we just got this concern 3 written in an e-mail, however?" 4 Do you give them the heads-up that that 5 concern has been raised? 6 DIRECTOR CORINA CHAVEZ: We give schools 7 the heads-up now. Can I say there's a one-to-one 8 correspondence, every time we get something, we 9 directly call, I would need to double-check with 10 Kelli Renken. But I do know that there was a call 11 that Ms. Renken and I did with Dr. Amador earlier in 12 the fall to let him know of the volume of calls that 13 we were receiving. 14 And it was hard to hear, because there 15 were a lot. You know, I think the school had a 16 crisis, an incident at the beginning of the school 17 year that was very upsetting. At the same time, the 18 school had a lot of transition going on with a 19 reduction in force and a new administrator and 20 some different ways of doing business. 21 And I think that parents had a lot of 22 concerns that they were bringing to us, and so we 23 did take that to the school. 24 VICE CHAIR CARRILLO: Right. And, again, 25 my concern was No. 3 and special ed. I hear what</p>	<p style="text-align: right;">133</p> <p>1 we get blanket -- an e-mail of blanket complaints, I 2 don't know who to go talk to; right? So that 3 doesn't help us in the process. 4 VICE CHAIR CARRILLO: I'm not talking 5 about -- 6 DR. ADAM AMADOR: So what I'm getting at 7 is if I don't know who has an issue, I can't address 8 it with you. 9 VICE CHAIR CARRILLO: Hold on a second. 10 I'm actually -- I'm not sorry to interrupt. I need 11 to be focused on what I was asking. 12 The -- I agree. When we get sent things 13 anonymously, they go right in the circular file. If 14 you can't put your name on something, I can't 15 address it. That's that. I totally understand. 16 But I would want to make sure that the 17 school -- and we heard this, actually, in public 18 comment today. There was somebody who felt like 19 their special education situation was not being 20 addressed; nor were they being counseled on what to 21 do next to have it addressed at a higher level. 22 Could you address -- and whether it's just 23 one person -- where there's one, there's usually a 24 couple. 25 DR. ADAM AMADOR: So one of the things</p>

<p style="text-align: right;">134</p> <p>1 that we do is you have the process. My kid -- my 2 kid's having attendance (verbatim) issues. I'm 3 going to go get them tested. Okay. 4 Well, we wait for the data -- right? -- no 5 matter what, whatever data is presented. 6 But if they request, we have to get data 7 from the teachers, no matter what, as well; right? 8 That takes -- that's a 60-day window -- right? -- 9 from the time to request testing to the time that 10 testing has to be completed. We have that amount of 11 time. 12 Some of the students already have IEPs; 13 right? My ask always is, "What -- do you have the 14 evidence of not being serviced? What are you 15 bringing to us?" 16 Well, what we're getting is, "Well, my kid 17 is not being serviced." 18 How? So we can identify in the way it's 19 "how" so we can correct it. 20 If they can't identify how, I need to know 21 how to help them. "How, or in what ways can I help 22 you if you don't know what the child is not being 23 serviced on or what aspect"; right? 24 So I also need to know how I'm not 25 servicing so I can address how to service, if that</p>	<p style="text-align: right;">136</p> <p>1 Division or straight to Special Ed. 2 That doesn't allow me the opportunity to 3 address their concerns; right? So that -- herein 4 lies that's kind of where I find myself. 5 THE CHAIR: Commissioner Brauer. 6 COMMISSIONER BRAUER: Dr. Amador, so what 7 you just shared, that scenario, that begs the 8 question why do you think that's happening? Why are 9 parents going right above your head, not talking to 10 your staff, going to the State, and not actually 11 having that conversation with you? 12 DR. ADAM AMADOR: I think that's been 13 historical at Alma. So the indicators -- one of the 14 things that I want to share, those came before me; 15 right? So when you have a lack of documentation and 16 due process for a student, that problem is already 17 huge; you know what I'm saying? It's huge. 18 So my thing is -- so I will share with 19 you. We did have parent meetings every Wednesday. 20 And, in particular, in October we had a special 21 education parent meeting. Dr. DeLeon also gave a 22 special education parent meeting in August for PD. 23 So she opened up, and she said, "The 24 parents were asking me, actually, like, are you 25 crazy having a lawyer come in and advocate for us?"</p>
<p style="text-align: right;">135</p> <p>1 makes sense. 2 So I had a parent come in recently. "I 3 would like to have my child looked at for X, Y, and 4 Z." 5 I said, "Well, let's pull all the data. 6 Your child hasn't come to school for 15 days out of 7 the last 30. They've got to be here in school, got 8 to be in school." 9 Then I e-mail the teachers and ask the 10 teachers, "Hey, Student so-and-so hasn't been coming 11 to school. Have you noticed anything in the class 12 we should be concerned about? Have you contacted 13 the parents?" 14 The teachers will say, "Well, I noticed 15 this, but I haven't noticed this." 16 That's how we start our documentation 17 process to determine 504, IEP, compressing a 18 schedule, adjusting in medication. So we look at 19 everything on the students; right? We want to make 20 sure that we have this whole picture so we can make 21 the right determination for the student. 22 So to your point, though, we don't get 23 parents coming in and doing that. I've got two or 24 three that have actually come in. What they've done 25 is they've gone straight to the Charter School</p>	<p style="text-align: right;">137</p> <p>1 I said, "No, that's why they're here"; 2 right? 3 So one of the moms shared that this has 4 never been done before, and X, Y, and Z. 5 And I said, "That's why we're here, 6 because we have to get these conversations out." 7 My thing is we have to be able to service 8 students; right? But if you're going to -- it takes 9 longer going around than it does just coming to the 10 school; right? 11 What I will tell you is parents do not 12 want to be told, "No, you have to bring your kid to 13 school." 14 And we've gotten the rebuttals. "I'll 15 bring my kid when I want to bring my kid." 16 And most of that, I report or document in 17 my office, because that's important. 18 So we have -- Alma did have, if you've 19 seen on the attendance, a 30 percent chronic 20 absenteeism rate; right? You can't service students 21 if they're not in school. You just can't. 22 So my thing is does it look like -- when 23 we send an attendance letter out or something, does 24 it look antagonistic? Yeah. But you've got to have 25 your kid in school.</p>

<p style="text-align: right;">138</p> <p>1 So through the strategic planning, we're 2 developing -- we're going to develop these 3 communication systems and those systems to get 4 parents to come in; right? 5 Do we need an outside -- we're not a 6 profit -- do we need an outside expert to come in 7 and work with the families? We're working with all 8 this. To be able to do that in six months and 9 address everything, we're moving that way. 10 I don't know why the parents aren't coming 11 in. But at the end of the day, we're here to 12 provide a service for them; right? And my goal is 13 to handle the issues at the lowest level possible. 14 But if I'm getting e-mails with anonymous 15 complaints, I can't -- I don't know how in the 16 manner to effectively address those, if that makes 17 sense. 18 COMMISSIONER BRAUER: Thank you for 19 sharing that. I do -- I'll wait for the -- how 20 you're -- how the school -- how you-all are working 21 on the overall grievances policy, because I do have 22 a lot of trepidation. I have a lot of trepidation 23 of what I've heard over the last couple of months. 24 But I do think -- maybe I'm just 25 old-school, Dr. Amador. The day that you took your</p>	<p style="text-align: right;">140</p> <p>1 with a sense of relational power that is shared to 2 figure out how can we sit down and do this, and not, 3 "Your kid hasn't come to school, so what the heck 4 are we supposed to do?" 5 If I was a parent at your school, I'd be, 6 like, "Dude, I'm going to another school." 7 So I think, like, that's where my mind is. 8 Like, we can have all this CAP. But I'm not 9 convinced yet that I'm seeing, like, a sense of duty 10 or a sense of responsibility that -- from the 11 governing council and from the administration -- not 12 just you, but your whole team -- that we're going to 13 take this on. 14 And, I mean, I keep on thinking. I'm on 15 boards. I'm on a charter school board. When we get 16 a complaint from a parent, you'd better believe we 17 take that seriously. Even though it's not really 18 our role oftentimes, we work with our administrator 19 to try and figure that out, Governing Council Chair. 20 That's something that your responsibility is. And 21 it's something that we do. 22 Because our children and our families are 23 our biggest constituents. And if they're unhappy, 24 and if they're coming to us -- I always -- I'm going 25 to butcher MLK's quote about, like, riots are the</p>
<p style="text-align: right;">139</p> <p>1 job as the principal, or the administrator, or the 2 CAO, like, that's the day that the buck stops with 3 you, and it doesn't matter what happened 4 historically. 5 I'm just -- that's just how I view the 6 world. That's how I view my world here. I don't 7 blame Glenna Voigt for anything that happened before 8 I came in here, even though she wrangled me in to do 9 this. I didn't say, when I was in Corina's seat, 10 "Well, the other person that was here before messed 11 things up," even if I felt she did or he did. I had 12 to own it. 13 I feel like that's what I want to see from 14 this school. Overall, in this CAP, I hear a lot of 15 the right things. "We're data-driven." That makes 16 me happy in one part of my heart chamber. And it 17 also makes they think about, okay, it's not about 18 you being right. Sometimes data is I'm showing that 19 I'm right, I'm proving something, when we actually 20 are missing the actual big issues sometimes. 21 And in a state of New Mexico, where 22 relational ways of working with people, especially 23 young people, especially families of students who 24 are oftentimes further away from opportunities, like 25 special education students, the idea of approaching</p>	<p style="text-align: right;">141</p> <p>1 voice of the unheard. I feel like when parents 2 start coming to us or to Charter School Division -- 3 and I know we can complain all day long about the 4 Charter School Division as, like, beating us up, and 5 we've heard that time and again -- I've used that 6 also when I've worked with schools when I felt like 7 I wasn't being heard. 8 But, like, when we have parents come here 9 and talk to us in a public meeting the way that they 10 did this week and last month, it's the voice of the 11 unheard. They're not being heard in some way. 12 That's where my heart is right now. So I 13 want to make us figure out how to make this work. 14 But at the end of the day we can't make the level of 15 responsibility true for you and your team to really 16 see it through. And it starts with, like, 17 relationships. 18 And boy, oh, boy, my hair would be on fire 19 from some of the stuff I heard today. I don't know. 20 It hurts my heart. And I'm not saying -- I don't 21 know your affect or your governing council chair's 22 affect. I don't know what you're doing when you're 23 not in this room, so I'm naming that as an issue. 24 But I just know, for me, if I heard that 25 stuff, I'd be talking to every single one of these</p>

<p style="text-align: right;">142</p> <p>1 people to figure out, "How can we figure this out 2 before you go to the State to talk about this?" 3 DR. ADAM AMADOR: Right. And if I can 4 respond, Commissioner Brauer, Madam Chair. I am 5 here because the buck does stop here. I have taken 6 responsibility for everything at the school. And it 7 is being addressed. 8 And so talking about relationships, we did 9 strategic planning. That's the beginning of that 10 process; right? That's the beginning of the 11 process. 12 To come into -- I'm not looking for 13 sympathy. To come into a situation like Alma that 14 has, year after year after year -- the 15 accountability is coming now. And I appreciate 16 accountability at any time. 17 But a lot of accountability for the past 18 ten years, five years, is coming today, which is 19 concerning; right? 20 And my thing, as I said, you know what? 21 I'll take it on one piece at a time; right? 22 The SpEd has been an issue. We're 23 addressing that. I am going to address the SpEd 24 because we are under the CAP. We are meeting with 25 Lori Pacheco every other week. Vanessa DeLeon is</p>	<p style="text-align: right;">144</p> <p>1 my responsibility. And I've taken it on 2 wholeheartedly; right? I have taken it on -- this 3 is an interesting organization and machine to come 4 into, and working with the Charter School Division, 5 giving them a couple of hundred pages of 6 documentation in the visit, you know, and providing 7 everything that they ask for, that's what we're 8 about is, first of all, transparency; right? People 9 don't like transparency, either. 10 And I'm here -- if you want to know what's 11 true, here you go. Here's our books. Here's the 12 access to this. Here's our notifications. 13 So is that grievance thing acceptable? No 14 one gave us guidance. They just said, "Put a policy 15 up before the meeting." 16 It's up; okay? 17 "Put this up before you show up on 18 Friday." 19 It's up. 20 Now, is it perfect? I'll be the first to 21 tell you absolutely not. But my priorities are 22 getting the ship righted right now. And it's a lot 23 of work that we don't have staff for. So we're 24 doing it one piece at a time as quickly as we can 25 and as responsive as we can; right?</p>
<p style="text-align: right;">143</p> <p>1 handling some of that CAP for us. And we're looking 2 at our practices moving down. 3 So if we want to address the grievance 4 policy, in 2018, they passed the student handbook. 5 And it says in 2018 or beyond. So that should have 6 been a concern in 2019, 2020, 2021, 2022, 2023; 7 right? 8 I got in, and the handbook was -- it says 9 2018 and beyond. We can point fingers. 10 I said, "No, we're going to address it 11 this year"; right? 12 So we can't move the goal posts in the 13 year. 14 But a lot of this policy, over time, while 15 a lot of other districts may have done it, ours 16 didn't. So we're addressing that as we're coming on 17 our problems; right? So we're addressing it one 18 month at a time. 19 I am telling you we are addressing it. I 20 totally agree with you, relationships are key. But 21 right now so is finance; so is special ed; so is 22 compliance; so is showing up here. That's all 23 priority for us. So we're doing 21 priorities at 24 one instance; right? 25 So I do -- I do -- you know, I understand</p>	<p style="text-align: right;">145</p> <p>1 But, like I said, my thing is -- and we 2 can -- I don't want to go into the weeds. But I'm 3 addressing every problem as it comes up as best I 4 can. 5 VICE CHAIR CARRILLO: So, Corina, I just 6 had a quick question before your -- this is my last 7 thing on the special ed thing here. 8 When there's a complaint relative to 9 special ed, and, Ms. Renken, does she tell them 10 exactly what course of action to follow in terms of 11 filing with the Special Ed Department? 12 DIRECTOR CORINA CHAVEZ: Yeah. 13 VICE CHAIR CARRILLO: Because part of it 14 sounds like sometimes people -- they're lost. They 15 don't know what to do next. 16 DIRECTOR CORINA CHAVEZ: So thank you, 17 Commissioner Carrillo. 18 One of the things that I didn't mention 19 before is that I said we are starting to partner 20 more with Constituent Services. So that means that 21 Ms. Renken has started to forward concerns to the 22 Help Desk at PED. So whether there's a district or 23 a charter, they're all handled the same. 24 Absolutely, the person on that end knows exactly who 25 to let the complainant know who to contact if they</p>

<p style="text-align: right;">146</p> <p>1 want to file a formal special ed complaint. 2 VICE CHAIR CARRILLO: Okay. Thank you. 3 DIRECTOR CORINA CHAVEZ: Okay? But what I 4 wanted to say is I think we're talking about Item 6 5 now under Organizational and Financial Concerns. 6 That's about establishing policies at the school to 7 address parent and student complaints. 8 THE CHAIR: No, no. At this point in 9 time, we're really just focusing on what are you 10 doing on special education concerns that are 11 addressed to the school? I know there's a broader 12 topic. Right now, we're just specifically focusing 13 on there's a concern that's been brought forward 14 about special ed servicing. 15 DIRECTOR CORINA CHAVEZ: Okay. And so in 16 a way, there's an overlap. And I wanted to thank 17 Commissioner Brauer for his words. 18 And what I just wanted to give as feedback 19 to the Commission is that in my mind, and what I saw 20 Monday when we were at the school, is that 21 Dr. Amador has been working on cleaning up a lot of 22 things. But this issue of addressing complaints and 23 grievances is an area of growth at the school, both 24 at the school level with administration, but also at 25 the governance level. I think that there's room for</p>	<p style="text-align: right;">148</p> <p>1 when we're looking at this complaint policy in 2 particular. So I think we can move on to -- what 3 are we on? 4 VICE CHAIR CARRILLO: I'm sorry. Based on 5 what you just said, one quick question. It's, like, 6 a yes-or-no question. 7 We had heard earlier that there's no 8 public comment anymore in your board meetings; is 9 that correct? 10 DR. ADAM AMADOR: That's correct. 11 VICE CHAIR CARRILLO: It's not on the 12 agenda? 13 DR. ADAM AMADOR: Not on the agenda. 14 VICE CHAIR CARRILLO: Just as a matter of 15 course, that's a horrible policy, regardless of 16 whether it's what you want to hear or not. 17 You've got to let people speak out, even 18 if it's not on the agenda. Mostly, boards put 19 public comment on the agenda at the beginning of the 20 agenda. They don't comment on it, because it's 21 public comment. But people feel there is more 22 transparency and more openness. 23 It's just a suggestion. It's your own 24 school. It's something you could actually change 25 tomorrow.</p>
<p style="text-align: right;">147</p> <p>1 improvement, lots of room for improvement, in 2 regards to this issue. 3 THE CHAIR: I'll just make my final 4 comments on this, because I agree with Commissioner 5 Brauer 100 percent. When a -- I'm going to say 6 historically, we have not received a lot of 7 State-submitted complaints, special ed servicing. 8 As many issues historically that there have been, 9 they have not headed to the State first. 10 I -- I get a little heartburn when there 11 are parents that are making a comment that, "I'm 12 just not going to send my kid to school." There's a 13 root cause for that, and -- but I think we're going 14 to look at that later. 15 I am -- and I'm not blaming Dr. Amador for 16 this. I'm saying that because it's not his job to 17 create that complaint policy. The board existed 18 before Dr. Amador came on. And it was the board's 19 responsibility to have that complaint/concern policy 20 up there to hear from the parents. It's the job of 21 the governance council. 22 So I'll save the rest of mine, because I 23 think it goes into the next. But that's -- you 24 know, he's catching up also on a lot of work that he 25 shouldn't have to be catching up on, and with --</p>	<p style="text-align: right;">149</p> <p>1 THE CHAIR: That goes to actually the 2 next -- 3 VICE CHAIR CARRILLO: Okey-dokey. 4 THE CHAIR: Okay. We are on No. 4; yes? 5 Is it 4? 6 DIRECTOR CORINA CHAVEZ: Correct. So 7 No. 4 is about compliance with the Attendance for 8 Success Act, and the school's enrollment and 9 disenrollment process, including lottery procedures. 10 There's also room for growth here. 11 So the school needed to adopt a policy 12 that updates how they were dealing with student 13 absences and to provide the procedures, forms, 14 templates, letters to parents used to demonstrate 15 compliance with this act. 16 And so we -- we did see example letters 17 that had gone out to families. And in some of the 18 examples that we saw, there was evidence that the 19 school was not following that act as it should have 20 been. 21 For example, one of the things that was 22 concerning was that a letter would go home to 23 parents that conflated tardy with absence. Later 24 on, the letter became a little more nuanced and 25 closer to the alignment.</p>

<p style="text-align: right;">150</p> <p>1 But, really, I think there needs to be a 2 more thorough audit of that whole process. And what 3 we didn't dig as deeply into is the disenrollment 4 process; right? 5 So I think at the beginning of the school 6 year, we're counting absences, tardies. There's, 7 ten, boom, "You're out of here" is what is 8 suggested. 9 But I do not have verification, student by 10 student, who has -- who have disenrolled from the 11 school or been disenrolled from the school, to tell 12 you exactly how it's played out. I can just tell 13 you there's been accusations around it. 14 We have some anecdotal. We have some 15 levels of evidence. We know that the school is 16 aware that those early letters from how that has 17 been handled has been off. 18 Whether they -- whether it's completely 19 been fixed, I think it's probably also still a work 20 in progress. 21 I would like for this year to include more 22 of an oversight on this issue, especially as it 23 relates to kids that were disenrolled. 24 And sort of confounded into this topic is 25 the transfer of student transcripts. So Dr. Amador</p>	<p style="text-align: right;">152</p> <p>1 immediately. They have to be official transcripts. 2 I don't think that's happening as it 3 should. We did see copies of some attendance 4 compacts -- that might not be the word you're 5 using -- but some more recent efforts towards 6 working more closely with the families to support 7 students in their attendance. 8 We also heard about a program that the 9 school instituted that I think is very innovative; 10 and that is to provide bikes to students so that 11 there's an incentive for them to attend. 12 They did submit an attendance improvement 13 plan to the Safe and Healthy Schools Bureau. And 14 they did put on their website a policy that speaks 15 to enrollment. But I feel like that is incomplete 16 and needs improvement as well. 17 If you want more details about that, 18 Cheryl is also available to provide any responses to 19 any questions that you have about that. 20 THE CHAIR: Sorry. We're talking about 21 our court reporter that we haven't given her a 22 break. Just to sit here and we could hear -- so 23 we'll continue with this -- with the Attendance for 24 Success, and then we're going to have to take a 25 break.</p>
<p style="text-align: right;">151</p> <p>1 did explain to us while we were on site that they're 2 dealing with an archaic system of transcripts that 3 was then updated through the PowerSchool system at 4 the school. 5 But I don't feel like all the issues are 6 resolved. I don't think all the data was 7 transferred into a usable format. 8 This is a big issue. Because any school 9 that is closed that was a high school, their records 10 come to us. And so on a weekly, monthly basis, we 11 get calls from students and families saying, "My kid 12 attended..." -- I don't know -- name of closed 13 school. 14 THE CHAIR: Anthony Charter School. 15 DIRECTOR CORINA CHAVEZ: "Anthony Charter 16 School. Can we get the transcripts?" 17 And we have to look in our records and 18 send that so that this student can then attend an 19 institution of higher ed. 20 That is what an LEA has to do as well. 21 They have to keep all student records and transfer 22 to -- if it's a transfer school that they're 23 attending, or to a college, they have to have the 24 historical record of any student that ever attended 25 and be able to send those transcripts over pretty</p>	<p style="text-align: right;">153</p> <p>1 DIRECTOR CORINA CHAVEZ: Absolutely. 2 THE CHAIR: Thanks. You're done? Okay. 3 VICE CHAIR CARRILLO: So -- 4 THE CHAIR: Sure. 5 VICE CHAIR CARRILLO: I just whispered to 6 Secretary Beck. And I -- so I've been on the 7 Commission now three and a half years, and I was on 8 the board in Santa Fe for nine. I've never seen 9 such a chronic absenteeism problem ever. 10 I was trying to think of a word that was 11 much more, just, descriptive of what the situation 12 is than "chronic." 13 And it's gone on for a while. So, I mean, 14 for you, Dr. Amador, though, that doesn't all fall 15 on you. Honestly, it falls on the board, as so many 16 things do when there's not the necessary board 17 oversight. 18 This is -- this is going to be one of the 19 biggest game-changers in changing -- that's 20 redundant -- "game-changers in changing." 21 This is going to be one of the biggest 22 game-changers in addressing all of the other issues, 23 having the kids present, and parents owning that 24 their kids have to be present. 25 So I'm looking -- you know, there's a</p>

<p style="text-align: right;">154</p> <p>1 lot -- there's a lot that you have to do here. This 2 alone is a huge lift relative to even all the 3 others. 4 And that's -- I think for all of us, 5 that's something that we'll be taking a hard look 6 at. 7 THE CHAIR: Commissioner Beck. 8 SECRETARY BECK: Yeah. I was a high 9 school teacher for 13 years. And I was on the 10 instructional council, and I was the department 11 chair for nine of them. 12 And our focus in all our professional 13 development meetings, all our department meetings, 14 "What's going to make kids want to come? What's 15 going to make kids want to come to school?" 16 Because, you know, it's -- kids are kids, 17 and they want to have -- just like any of us, they 18 want to have a positive experience. 19 This points to a situation, it appears, 20 especially with -- to Vice Chair's point -- as 21 chronic as it is, it appears that kids don't want to 22 come to school. 23 So I think, you know, that's a root cause 24 to Vice Chair's point of a lot of other problems 25 that are going on. And so there's got to be a</p>	<p style="text-align: right;">156</p> <p>1 woefully familiar with, so I don't know why that was 2 in there, because it doesn't help for us to make a 3 decision, because that's what we asked for, so that 4 we could do that. 5 And we didn't -- we didn't get that at 6 all, not even an attempt at it. So, you know, I -- 7 I don't think I -- you know, I think we've said 8 everything else in terms of concerns about why kids 9 aren't coming to school. It's just 10 all-encompassing. But this is really it. 11 But I am concerned, because I truly 12 believe this school is not following my -- so you 13 have in the Innovation Zone Grant, a request that 14 gets generated out of the equity council was for a 15 counselor. That's in the request -- oh, I read the 16 Innovation Zone Grant -- 17 DR. ADAM AMADOR: Madam Chair, they asked 18 us to revise the grant. The original submitted, 19 they asked us to revise it, and it was revised in 20 August. 21 THE CHAIR: I didn't get a copy of -- 22 because I asked for the grant as it existed. And I 23 did not get a revised copy of that. So there is no 24 counselor funding in that Innovation Zone Grant? 25 DR. ADAM AMADOR: No. The Innovation Zone</p>
<p style="text-align: right;">155</p> <p>1 reason why they don't want to come. 2 THE CHAIR: So when we had our meeting -- 3 when we had the Zoom meeting that you folks were 4 there, the executive committee was there, and the 5 respective lawyers were there. 6 The ask for this item in particular was 7 that we would be able to see a chart, either by 8 student ID or Student A, B, C, D, E, just so that we 9 didn't see names. There were students that had been 10 disenrolled. 11 There was Student A -- and then there 12 could have been an Excel spreadsheet -- that these 13 are the -- that these are the steps that we took 14 prior to the disenrollment, up to and including a 15 box saying "504 Plan." "Did the student have a 504 16 Plan?" "Did the student have an IEP?" 17 And if that box is checked, was there a 18 manifest determination meeting heard -- held before 19 the student was disenrolled. 20 We specifically asked for that for this -- 21 for us to be able to do that. And Dr. Amador said, 22 "I can do that for you." 23 And what we get is a couple of letters 24 that don't help us at all. For some reason, a copy 25 of the Student for Success Act (verbatim), which I'm</p>	<p style="text-align: right;">157</p> <p>1 Grant, the way it was restructured was exactly to 2 speak to CTE, the gallery, anything to support the 3 four art forms at the school, to provide special ed, 4 basically, to bring Vanessa DeLeon to come and work 5 with parents; all those things were revised in the 6 grant. 7 The original grant, Rebecca Valdez came 8 down to meet with us and said, "It has to be 9 reworked. We understand where you want to go, but 10 it has to be reworked to do this"; so... 11 THE CHAIR: I'm going to ask the Charter 12 School Division to please try your best to find that 13 for me. Because what I was -- what I was provided 14 was the original grant. And there was no 15 indication. 16 So I would -- if you could talk to 17 Ms. Valdez and get confirmation as to what that is, 18 I would appreciate that. 19 DR. ADAM AMADOR: And use of the grant, 20 you cannot -- you cannot hire. You cannot have 21 full-time jobs provided at the school through the 22 grant. 23 THE CHAIR: Well, it doesn't have to be a 24 full-time counselor. 25 DR. ADAM AMADOR: I know. We have two</p>

158	<p>1 part-time counselors coming in.</p> <p>2 THE CHAIR: Oh. Let me ask one thing,</p> <p>3 because it is with the Students With Success Act</p> <p>4 (verbatim).</p> <p>5 So the Students for Success Act (verbatim)</p> <p>6 contemplates an attendance team, so that there's a</p> <p>7 team -- because it takes a village to get this done.</p> <p>8 So who encompasses your attendance team?</p> <p>9 DR. ADAM AMADOR: The teachers at that</p> <p>10 point, it was the attendance clerk and the dean of</p> <p>11 students. And they have set up a meeting with the</p> <p>12 parents. They meet with the parents, and they say,</p> <p>13 "Okay. This is what we're going to provide. You</p> <p>14 guys have to be at school every day. We have to do</p> <p>15 this. Here's the kind of attendance agreement. Is</p> <p>16 anything going on at home, something on going on</p> <p>17 here, X, Y, and Z?"</p> <p>18 So they review all that in those</p> <p>19 attendance meetings.</p> <p>20 THE CHAIR: (Off-mic) that the school is</p> <p>21 providing?</p> <p>22 DR. ADAM AMADOR: On some of them, some</p> <p>23 parents can get their kids to school on time. So</p> <p>24 Alma does not provide busing to the school. So they</p> <p>25 come from all over Las Cruces. Some parents tell</p>	160	<p>1 what I presented. What I have (inaudible) our</p> <p>2 attendance plan.</p> <p>3 Now, our attendance plan mimics our board</p> <p>4 policy; right? So I wanted to make sure there is</p> <p>5 some system alignment in there.</p> <p>6 But at the end of the day, Tier 1</p> <p>7 instruction will get students into the classrooms.</p> <p>8 Tier 1 instruction is the key to a lot of our</p> <p>9 issues.</p> <p>10 THE CHAIR: Just -- I just need a quick</p> <p>11 response to how come the chart that we had requested</p> <p>12 to satisfy this wasn't provided to us.</p> <p>13 DR. ADAM AMADOR: That is -- that is my</p> <p>14 fault. It does exist. It is on my computer. I was</p> <p>15 e-mailing, going back and forth, "Is there anything</p> <p>16 you need?" I knew I was going to miss something.</p> <p>17 That's my fault. That chart does exist.</p> <p>18 I did send those e-mails, just to make</p> <p>19 sure, "Did I miss something," you know, because I</p> <p>20 was adding in everything at the same time. But it</p> <p>21 is there on the folder in my computer. So that can</p> <p>22 be produced at any time. But it does exist. I</p> <p>23 just --</p> <p>24 THE CHAIR: That's fine.</p> <p>25 DR. ADAM AMADOR: Like I said, it's there.</p>
159	<p>1 us, "We cannot get here at 9:00. What can we do?"</p> <p>2 They're telling us that, "We can't get</p> <p>3 here at 9:00."</p> <p>4 So, "Okay. We'll start your scheduling at</p> <p>5 10:00"; right? "You come in at 10:00, or we'll give</p> <p>6 you an online class," or -- so there's the modality.</p> <p>7 The reason why is Alma, at one point, had</p> <p>8 over 50 percent of the students in online learning.</p> <p>9 And it didn't recover from COVID. So we're</p> <p>10 addressing that thing.</p> <p>11 Another issue that we have is students</p> <p>12 only wanting to come to school to do art. Or</p> <p>13 previously, they had worked out agreements with</p> <p>14 teachers where teachers would give them packets</p> <p>15 where they didn't have to come to school, and then</p> <p>16 they did art projects on the side.</p> <p>17 These are behaviors that you have to come</p> <p>18 out of. You have to; right? That is documented in</p> <p>19 e-mails. I provided that to the Charter School</p> <p>20 Division.</p> <p>21 So we provided students with, "If you</p> <p>22 can't get here on time, we'll look at giving you a</p> <p>23 late start to the day," trying everything we can to</p> <p>24 get students to the campus.</p> <p>25 So that's even -- that's way outside of</p>	161	<p>1 THE CHAIR: I don't have it. Thanks.</p> <p>2 Okay.</p> <p>3 VICE CHAIR CARRILLO: Just quickly.</p> <p>4 THE CHAIR: Oh, sure.</p> <p>5 VICE CHAIR CARRILLO: Just quickly, I --</p> <p>6 Chair Gipson said the attendance team. And you had</p> <p>7 said the dean. And there was another person, two</p> <p>8 people. To me, two people does not a team make.</p> <p>9 You're going to have, like, four or five minds sit</p> <p>10 around a table and really come up with a plan to</p> <p>11 address things.</p> <p>12 Because the team is going to address the</p> <p>13 overall situation. And when it comes time to,</p> <p>14 family by family, yes, the person can come in at</p> <p>15 9:00. I just don't get that these days. The</p> <p>16 school -- I just can't understand that as an overall</p> <p>17 issue.</p> <p>18 To what Secretary Beck said, he said, "Why</p> <p>19 don't kids want to come to school?"</p> <p>20 And that's -- you know, so that question</p> <p>21 has to be, again, like, with a group of people</p> <p>22 sitting around a conference table talked about,</p> <p>23 "What are we doing wrong that kids don't want to</p> <p>24 come here?" Or they just want to come when it's</p> <p>25 time to do art, but they don't want to do anything</p>

162	<p>1 else, because that's certainly not okay.</p> <p>2 So there's schools that do art-embedded</p> <p>3 education. One of them is a new school for us</p> <p>4 that's doing enormously well. It's the Rio Grande</p> <p>5 Academy of Fine Arts, arts-embedded education.</p> <p>6 There's Guilford County, which I use as my</p> <p>7 own personal "true north" to this, in</p> <p>8 North Carolina, where they became an arts-embedded</p> <p>9 district. And they found that their truancy went to</p> <p>10 the floor, and their happiness indexes way up, and</p> <p>11 all of their scores were way up, because they were</p> <p>12 embedding art.</p> <p>13 And the last thing I'll say on this is --</p> <p>14 and I wrote this down, three words that I would --</p> <p>15 if you have a yellow pad there -- that I'd write</p> <p>16 down. Three words.</p> <p>17 "As evidenced by." Because that's what</p> <p>18 we're going to be looking for on all of this.</p> <p>19 Somebody can say they're doing lots of stuff. As</p> <p>20 evidenced by what? Anyway...</p> <p>21 THE CHAIR: We're going to take a break.</p> <p>22 Do we have a time preference? He wants an hour --</p> <p>23 1:30? 1:30. Forty-five minutes is -- it's getting</p> <p>24 late. We have a lot to do still. We do. And some</p> <p>25 of us kind of want to get home tonight, including</p>	164	<p>1 also, when I looked at prior minutes, I didn't see</p> <p>2 any -- anything on the agenda.</p> <p>3 I see the business manager. But I don't</p> <p>4 see any report-out from the finance committee --</p> <p>5 yeah, it doesn't have to be an agenda -- or a</p> <p>6 separate -- you should be meeting separately.</p> <p>7 But what I believe most schools -- many</p> <p>8 schools do is they often -- the finance committee</p> <p>9 meets before the board meeting. And then there's --</p> <p>10 you know, there's just a quick report-out.</p> <p>11 Sometimes it's more detailed depending on what it</p> <p>12 is. But it's a quick, "Here's an update on this."</p> <p>13 (Off-mic discussion.)</p> <p>14 DR. ADAM AMADOR: Madam Chair, if I may.</p> <p>15 Established in the finance committees in your</p> <p>16 folder, there is the agendas, and I think they're</p> <p>17 signed, from the meetings of the -- in April and</p> <p>18 March, of the finance committee. In addition, our</p> <p>19 board policy says that they meet quarterly. So the</p> <p>20 finance committee meets quarterly, and then the</p> <p>21 audit committee meets during the time for the</p> <p>22 audits.</p> <p>23 So that's in the policy. But they have</p> <p>24 met. And I think I uploaded the signature pages as</p> <p>25 well.</p>
163	<p>1 the school, you know.</p> <p>2 (A recess was taken at 12:45 p.m., and</p> <p>3 reconvened at 1:32 p.m., as follows:)</p> <p>4 THE CHAIR: We are -- we are back, and we</p> <p>5 are now on Item No. -- 5?</p> <p>6 And Item No. 5 is establishment of a</p> <p>7 finance and audit committee.</p> <p>8 DIRECTOR CORINA CHAVEZ: Chair Gipson,</p> <p>9 when we talked to the school, they say that they</p> <p>10 have an audit and finance committee. They may have</p> <p>11 provided names.</p> <p>12 What we don't have is a documentation of</p> <p>13 their meetings. I was told that they have been</p> <p>14 meeting, but they don't have minutes. And so for</p> <p>15 whatever reason, I think there needs to be some</p> <p>16 level of documentation for those meetings.</p> <p>17 They could be documented either as</p> <p>18 stand-alone committee meetings, or reflected in the</p> <p>19 school's governing board monthly meetings as</p> <p>20 report-outs to the larger governing board.</p> <p>21 So -- and because there's been some -- and</p> <p>22 lots of transition on the governing council, I would</p> <p>23 say we still want an updated list of who's on each</p> <p>24 of those committees.</p> <p>25 THE CHAIR: And I'm going to say that I</p>	165	<p>1 DIRECTOR CORINA CHAVEZ: So I'm looking --</p> <p>2 I'm looking at the March 18th. And, indeed, it is</p> <p>3 the regular meeting notice. And it's not signed,</p> <p>4 but it does show "Monthly Finance Report." I'm</p> <p>5 looking for an item that says "Finance Committee."</p> <p>6 THE CHAIR: Okay. So -- and maybe April,</p> <p>7 I'm just looking at the wrong tab, because I do see</p> <p>8 there's minutes for March there. And when I look at</p> <p>9 the monthly financial report, I don't see the</p> <p>10 finance committee on there.</p> <p>11 DIRECTOR CORINA CHAVEZ: So, Chair Gipson,</p> <p>12 I do see, in the March minutes, Item 11 says,</p> <p>13 "Election of Finance Committee Chairs," and they're</p> <p>14 electing Ms. Skaggs as the chair. And then I -- I</p> <p>15 guess there was the vote.</p> <p>16 THE CHAIR: You need the mic on. That's</p> <p>17 okay.</p> <p>18 MS. RICHELLE PEUGH-SWAFFORD: We did elect</p> <p>19 an audit chair. And that's Cesar Álvarez. And Kim</p> <p>20 Skaggs is chair of the finance committee. And that</p> <p>21 was just done in March.</p> <p>22 THE CHAIR: And I do see the April minutes</p> <p>23 of the finance committee.</p> <p>24 I would recommend that if that finance</p> <p>25 committee is meeting -- and maybe I'm speaking for</p>

<p style="text-align: right;">166</p> <p>1 Missy -- that there be a report-out to the full 2 board of that finance committee meeting. Maybe 3 I'm -- am I misspeaking? 4 MS. MELISSA BROWN: You are not. I think 5 that the finance committee should meet monthly. 6 They should be checking internal controls so that 7 the school can be the first to know when they have 8 financial affairs or difficulties. 9 It's a very simple report-out from the 10 finance committee board members saying that they 11 have reviewed internal controls and whether or not 12 they have found any errors or things to be -- if 13 everything is okay. 14 DIRECTOR CORINA CHAVEZ: And I see that, 15 in the April agenda, there is the finance committee 16 report listed as an item. So that's good. 17 And then we would look in the minutes to 18 see what the finance committee -- 19 THE CHAIR: Hold on. Oh. I see it in 20 Item No. -- wait a minute. Where -- so I'm missing 21 it. 22 DIRECTOR CORINA CHAVEZ: Okay. Let me 23 screen-share. 24 THE CHAIR: No. Just tell me what the 25 item number is. I don't need --</p>	<p style="text-align: right;">168</p> <p>1 Dr. Amador is uncovering policies that have been on 2 a shelf somewhere. And so we're finding that there 3 is a need for the board to be systematically 4 approving policy. I don't think they've been doing 5 that in the past several years. 6 THE CHAIR: So let me just ask. Does 7 Mr. Masters give that finance committee report when 8 he's doing his business report? It's not from 9 someone from the governance council that's doing 10 that. 11 So I just think it would be a good 12 practice if it was the governance council, because 13 there's just kind of -- it looks like there's a 14 little more checks and balances that are there, you 15 know. 16 MS. RICHELLE PEUGH-SWAFFORD: I have been 17 meeting with Chris Masters fairly regularly. And 18 he's been going through with me, like, the documents 19 that go with the P.O. and the -- when the -- 20 whenever the order comes in, and they check off what 21 was received, and then the check that goes with it, 22 and, you know, his system. 23 So I've been reviewing those with him 24 before I approve the checks each month or week or 25 however often it is that he presents a package to</p>
<p style="text-align: right;">167</p> <p>1 DIRECTOR CORINA CHAVEZ: So it's Item 2 No. 10. 3 THE CHAIR: 10.a. I do see it. 4 SECRETARY BECK: If you're meeting 5 quarterly, but you're updating your agenda monthly, 6 how does that work? 7 DR. ADAM AMADOR: I just quoted the 8 policy. But when we were -- when they elected the 9 finance chair and audit chair committee, we are 10 meeting monthly. I just said that our policy states 11 quarterly; so four times a year. But we are meeting 12 monthly to make sure that we do have the internal 13 controls in place. 14 SECRETARY BECK: Do you intend to change 15 your policy? 16 DR. ADAM AMADOR: Yeah. Like I said, 17 that's just another piece of where we're moving. 18 I'm not sure whether that policy was last updated. 19 I did upload it in there. There's a box that says, 20 "Updated" in such-and-such time. So those things 21 need to be updated to reflect the current practices. 22 DIRECTOR CORINA CHAVEZ: I'm looking at it 23 now. It says it was adopted in 2014, updated in 24 2016. One of the pieces of feedback we gave the 25 school when we were there -- and I think that</p>	<p style="text-align: right;">169</p> <p>1 me; it's usually monthly. But I will go by and meet 2 with him sometimes every two weeks, just him and I. 3 And then I'll go through that with -- 4 THE CHAIR: And I really appreciate that. 5 But I think it has to be the whole body of the 6 finance committee, because I have to say, to the 7 credit of the prior governance council at Alma, it 8 was the Alma governance council, through their 9 finance committee, that they detected the problem 10 that was -- what? -- about four years ago, so 11 that -- you know, and they were the ones that 12 ordered the forensic audit for that. 13 So that's where -- that's what that system 14 is for, so that it's -- you know, it's -- you need 15 multiple eyes on it. And, you know, and for me, 16 when it comes to finances, I need -- I need everyone 17 else's eyes on it, because, you know, I just trust 18 that my bank account balances. So I'm not that 19 person. 20 I -- I listen, and I've certainly gained a 21 lot more knowledge. But I have to rely on, you 22 know, someone else is going to see something. So 23 it's just -- it's that balance. 24 DR. ADAM AMADOR: Yes, Madam Chair. If I 25 may, esteemed Commissioners, we are setting up</p>

170	<p>1 procedures for very tight controls. So those --</p> <p>2 those are in there. So, for instance, I don't have</p> <p>3 a key to the business office. I don't have a key to</p> <p>4 none of that.</p> <p>5 Ms. Romero -- if it's a reimbursement for</p> <p>6 me, she signs off on it. Tiffany Bristol sees it.</p> <p>7 Richelle sees it before Chris even puts it into</p> <p>8 process; right?</p> <p>9 And even with that -- so the finance</p> <p>10 committee was going through all the reimbursements.</p> <p>11 And so they want to know, "Well, why are you guys</p> <p>12 getting -- what's going on?"</p> <p>13 So we've contacted the bank. We're</p> <p>14 getting a "P" card put in place. There's other</p> <p>15 controls with that.</p> <p>16 Anytime there's a certain amount of check</p> <p>17 that gets deposited or cashed from Alma, the</p> <p>18 president and myself get notified, and then we have</p> <p>19 to clear that through the bank.</p> <p>20 So there's -- we're actually adding more.</p> <p>21 We just don't have it down on paper yet. And then</p> <p>22 those systems and procedures will be documented by</p> <p>23 July 1.</p> <p>24 THE CHAIR: Commissioner Beck, did you</p> <p>25 have your hand up?</p>	172	<p>1 bless them. And as a high school student, it's,</p> <p>2 like, how do you even know you could be an actuary?</p> <p>3 Who does it?</p> <p>4 But -- and that's good -- I guess, good</p> <p>5 counseling that they knew that that was available.</p> <p>6 But -- okay.</p> <p>7 So if we can focus right now on the audit</p> <p>8 and the audit response that the school made to our</p> <p>9 letter so that we can clear the financial issues up</p> <p>10 at this moment in time.</p> <p>11 DIRECTOR CORINA CHAVEZ: So,</p> <p>12 Commissioners, if you go to your drive and look in</p> <p>13 the PEC working folder, everybody has access to the</p> <p>14 working folder. If not, I can move this folder.</p> <p>15 It's called "Audit Corrections Reported from</p> <p>16 Schools."</p> <p>17 THE CHAIR: It's 15.a. in our meeting</p> <p>18 document.</p> <p>19 DIRECTOR CORINA CHAVEZ: Okay. So it's in</p> <p>20 two places, probably.</p> <p>21 THE CHAIR: That's what 15.a. says.</p> <p>22 DIRECTOR CORINA CHAVEZ: Yes, I'm sorry.</p> <p>23 It's probably in two places. So...</p> <p>24 THE CHAIR: Brigitte just said I got it.</p> <p>25 DR. BRIGETTE RUSSELL: I didn't hear</p>
171	<p>1 SECRETARY BECK: I was just going to say</p> <p>2 the annual report, that last piece, with the amount</p> <p>3 of red on there, we really haven't seen that, I</p> <p>4 don't think, from any other school, to that degree.</p> <p>5 So this is a critical piece, as well as the other</p> <p>6 pieces. But, yeah, that stands out.</p> <p>7 THE CHAIR: Thank you for that, because</p> <p>8 what we'd like to do is to roll the audit and our</p> <p>9 discussion of the audit response at this moment in</p> <p>10 time, and to be able to clear that up, seems that</p> <p>11 we're talking about --</p> <p>12 MS. RICHELLE PEUGH-SWAFFORD: One of our</p> <p>13 new board members has worked as an auditor and has</p> <p>14 agreed to be on that audit committee. He has</p> <p>15 extensive experience with audits, and he enjoys</p> <p>16 doing them, which that helps; right?</p> <p>17 THE CHAIR: God bless him.</p> <p>18 MS. RICHELLE PEUGH-SWAFFORD: Somebody has</p> <p>19 got to enjoy that kind of work.</p> <p>20 THE CHAIR: I had a student who aspired to</p> <p>21 be an actuary. And my first response was always,</p> <p>22 "Why," you know, because to me it's going to be like</p> <p>23 you're in a little cubicle somewhere and drilling</p> <p>24 down on numbers.</p> <p>25 I know some people enjoy that, and God</p>	173	<p>1 what -- I didn't say anything yet. But the material</p> <p>2 is in 1.c. EC. (verbatim) There's a sub-folder of</p> <p>3 that that has the actual documents.</p> <p>4 There's a summary document. There's a</p> <p>5 summary document in the meeting minutes. But there</p> <p>6 are multiple documents in the EC folder that</p> <p>7 Director Chavez referred to.</p> <p>8 DIRECTOR CORINA CHAVEZ: What's in the</p> <p>9 uploads from the school is the -- looks like it</p> <p>10 might have -- did you send the same thing twice?</p> <p>11 This is for Dr. Amador. It looks like it is.</p> <p>12 And then there's also additional</p> <p>13 information on grant -- Family Grant Expenditure</p> <p>14 Summary Report, so that the --</p> <p>15 THE CHAIR: That's -- but that's a</p> <p>16 separate tab --</p> <p>17 DIRECTOR CORINA CHAVEZ: Okay.</p> <p>18 THE CHAIR: -- the --</p> <p>19 DIRECTOR CORINA CHAVEZ: All right. So</p> <p>20 there is an audit --</p> <p>21 THE CHAIR: Let's talk about the letter</p> <p>22 that went out from us asking the school -- and I --</p> <p>23 I guess -- I thought it was clear. But I don't</p> <p>24 think it was as clear as it should have been.</p> <p>25 The ask from the PEC was that the school</p>

<p style="text-align: right;">174</p> <p>1 simply give us an update as to what actions you've 2 been able to start.</p> <p>3 Okay. So the audit findings -- and I know 4 you have the audit response. And we all read the 5 audit response. And for some of them, they weren't 6 necessarily as complete as they thought they might 7 be.</p> <p>8 But the -- so instead of waiting until the 9 next audit, the simple ask was, "Just give us an 10 update as to what actions you've taken to execute 11 the response."</p> <p>12 DR. ADAM AMADOR: Okay. I can share that 13 with you right now.</p> <p>14 Would you like me to share that? Or --</p> <p>15 THE CHAIR: Let me just ask you. Do we 16 have it?</p> <p>17 DR. ADAM AMADOR: Yes. She's moving it. 18 Okay.</p> <p>19 THE CHAIR: Ms. Barnes is moving it over. 20 It's just easier if people can get their eyes on it 21 as well.</p> <p>22 DIRECTOR CORINA CHAVEZ: So, Julia, are 23 you taking it from the folder with all the audit 24 responses? Or are you taking it --</p> <p>25 MS. JULIA BARNES: Well, I made a copy of</p>	<p style="text-align: right;">176</p> <p>1 And one of the audit findings was a material 2 weakness, which all of the charter schools that had 3 five or six audit findings and that had significant 4 deficiencies were asked to submit an update to the 5 CSD on the implementation of the management 6 response -- right? -- because the audits themselves 7 include a management response that says, "Yes, we 8 got this finding. This is what we're doing to 9 correct it."</p> <p>10 And you can see that looks like a 11 cut-and-paste of what was in the audit. And some 12 additional narrative was included in this particular 13 document to provide an update.</p> <p>14 We felt -- CSD reviewed the responses that 15 we received along -- so the school sent this 16 document as well as something specific for the 17 grants. But we felt like we wanted to have a closer 18 watch on the school, if you will.</p> <p>19 So this was one of the schools that we are 20 recommending a financial Corrective Action Plan, 21 just so we can have more frequent check-ins.</p> <p>22 And so although there is some narrative to 23 show that the school has begun to address the 24 issues, and they have a new financial software -- so 25 I think, you know, that's going to help -- I know</p>
<p style="text-align: right;">175</p> <p>1 it, and I'm moving it over. It going to be in both 2 places. I'm just going to rename it right this 3 second.</p> <p>4 DIRECTOR CORINA CHAVEZ: I think it was in 5 the two places already.</p> <p>6 MS. JULIA BARNES: For Alma? Then that 7 would be three then.</p> <p>8 MS. MELISSA BROWN: If you'd like me to 9 share it, please let me know what you're naming it.</p> <p>10 MS. JULIA BARNES: I'll just rename it 11 really fast.</p> <p>12 THE CHAIR: Dr. Amador, did you put it in 13 the Google Drive? Because I thought I saw it.</p> <p>14 DR. ADAM AMADOR: I did. It's in there.</p> <p>15 DR. BRIGETTE RUSSELL: It's this document; 16 correct?</p> <p>17 THE CHAIR: Yeah. Here it is. So I do 18 see that in at least one area. The corrective 19 action doesn't need to begin until next year, so 20 there shouldn't be an anticipated start of that. 21 And I did hear you in terms of your internal 22 controls with the "P" card and the signatures. And 23 so I think you've -- from my financial expertise --</p> <p>24 DIRECTOR CORINA CHAVEZ: So there was a 25 total of six audit findings. Three were repeat.</p>	<p style="text-align: right;">177</p> <p>1 that they're looking at the controls, and they need 2 to be looking at the controls.</p> <p>3 And you've seen some evidence in last 4 month's -- or this month's meeting, where they're 5 looking forward with some of those actions. But we 6 wanted to keep watch on the school.</p> <p>7 THE CHAIR: So when -- when the financial 8 analysis is done and the response was done, and I 9 honestly don't remember. Do you have, like, a 10 financial team that views these and makes the 11 recommendations?</p> <p>12 DIRECTOR CORINA CHAVEZ: Correct, 13 Chair Gipson. That financial team consists of 14 Kimberly Gonzales from our office, who is out today, 15 and Ms. Betty Seeley, who is a retired business 16 manager from Charter Schools. And she's just been a 17 tremendous support for us. She's here to speak to 18 anything. Would you like her to --</p> <p>19 THE CHAIR: I know Betty from --</p> <p>20 DIRECTOR CORINA CHAVEZ: Amy Biehl?</p> <p>21 THE CHAIR: Yeah, yeah. I would 22 appreciate that, just to hear from the individual 23 who made the analysis. I think that's fairest to 24 the school as well.</p> <p>25 DIRECTOR CORINA CHAVEZ: Okay. So would</p>

<p style="text-align: right;">178</p> <p>1 you-all mind if Betty took the seat and -- okay. 2 That would be good. 3 And you can ask -- Betty is the technical 4 expert on finances, and you can ask her any 5 questions based on the review. She and Kimberly 6 actually sat down and did the more thorough review 7 after we had sent the letter to the schools. 8 MS. BETTY SEELEY: My name is Betty 9 Seeley, S-e-e-l-e-y. And I am a retired business 10 manager. I worked from 2005 to 2019 for Amy Biehl 11 High School -- excuse me -- in Downtown Albuquerque. 12 And since then, I have opened up my own 13 consulting business, where I consult and train and 14 mentor new school business managers, new school 15 leaders, and consult with boards if they so desire, 16 and the PED. 17 THE CHAIR: (Off-mic.) 18 DIRECTOR CORINA CHAVEZ: Absolutely. 19 Yeah. 20 THE CHAIR: So if you could just give us a 21 short synopsis, highlights and lowlights of where 22 you still see the concerns to be able to move 23 forward and why a Corrective Action Plan may be more 24 appropriate. 25 MS. BETTY SEELEY: So one of the items is</p>	<p style="text-align: right;">180</p> <p>1 for the year. 2 That also affects how things are -- thank 3 you -- that also reports (verbatim) how things are 4 reported out to the PED. And it just doesn't give, 5 you know, the PED or the general public an accurate 6 picture of how they have spent their funds. 7 MS. JULIA BARNES: The document we were 8 looking at a minute ago from Alma, do you feel like 9 that is a CAP that's present? Or do you think that 10 they need to work on the things in that letter? 11 MS. BETTY SEELEY: I feel like, with all 12 the issues, there should be a CAP. 13 MS. JULIA BARNES: Could this be the CAP? 14 Or do you -- 15 MS. BETTY SEELEY: Yeah, this is what they 16 would base their CAP on, which is the audit and 17 their response. And then just making sure that they 18 follow through with the response, which is the CAP, 19 or the Corrective Action Plan. 20 THE CHAIR: So I guess I just need a 21 little -- oh, Brigitte. Sorry. 22 DR. BRIGETTE RUSSELL: Chair Gipson, yes, 23 this document is sufficient. We do not need the 24 school to submit anything else. This can be their 25 plan for corrective action.</p>
<p style="text-align: right;">179</p> <p>1 that having a material weakness in their audit 2 findings, that is the second degree of seriousness, 3 just under a significant deficiency. 4 And for this school, they had one material 5 weakness, which was their financial close, which 6 means that when they closed the books for the prior 7 year, they weren't done correctly. 8 And so there were errors and omissions 9 when they closed the books. And then when you open 10 your books, those errors and omissions are still 11 there. And so that affects all the reporting that 12 they send to School Budget; so the cash report, the 13 OBMS upload, and things like that. 14 And so if that continues, then year after 15 year after year, there's going to be issues with 16 reporting accurate cash balances and accurate 17 revenues and expenditures for the school. So this 18 is one of the big concerning ones. 19 So one of the other ones that I felt was 20 concerning was when they didn't adjust their budget 21 for the year. And that is their last audit finding 22 on the list. And the audit firm did just say that's 23 compliance and other matters. But the fact that 24 there were so many object codes and functions that 25 they did not go through and make their final BARs</p>	<p style="text-align: right;">181</p> <p>1 But the reason we recommended a CAP is 2 just that we want to check in with the school 3 throughout the next fiscal year until the next audit 4 is released to see that these things are being done. 5 THE CHAIR: Right. So here's my question. 6 So the material weakness was that the 7 financial close wasn't correct. So if CSD is making 8 check-ins to see that it's -- they're working on it, 9 what's the expectation to see? Because I don't 10 know. 11 So what -- so when we're -- you know, when 12 there's reports back to us that say, "Yeah, the 13 school's doing" -- and I think for the school, for 14 clarity, to say, "Well, we know we have to be able 15 to show A, B, C." 16 MS. BETTY SEELEY: So the Corrective 17 Action Plan would be to, like, look at their cash 18 report at the end of every quarter to make sure that 19 their beginning balances are in line with the audit 20 and that their ending balances don't have a lot of 21 random adjustments, and that if there is an 22 adjustment, it's just, like, for the quarter that, 23 you know, maybe -- in my experience, maybe the bank 24 made an error, and you're working with the bank to 25 correct that error, so you have an adjustment there.</p>

<p style="text-align: right;">182</p> <p>1 But, you know, by the end of the next 2 quarter, you're going to have that worked out with 3 the bank, things like that.</p> <p>4 But if you have adjustments, you know, 5 report after report after report, and they're the 6 same amount just not being reconciled, that's 7 something that you would look at for knowing that 8 they haven't closed their books properly.</p> <p>9 THE CHAIR: Okay. Thank you. And I 10 think -- did not adjust the budget. I think they 11 simply have to be able to show that they --</p> <p>12 MS. BETTY SEELEY: They're doing their 13 BARs.</p> <p>14 THE CHAIR: They're doing their BARs, 15 yeah. That one, I got.</p> <p>16 DIRECTOR CORINA CHAVEZ: Chair Gipson, 17 what I would want to add, I think Deputy Director 18 Russell is absolutely right, that this is the 19 content of the CAP. I do think, though, that we 20 should create a template that shows the tracking 21 date, so the school is clear when we're doing the 22 check-ins, so there's some kind of progress 23 monitoring, then reporting back out.</p> <p>24 THE CHAIR: Normally, when we do a CAP, we 25 do put, "Here's the concern, here's the action</p>	<p style="text-align: right;">184</p> <p>1 suggested improvements by CSD. 2 So I think we have it. So I think I 3 understand what you're saying. I think we can move 4 on.</p> <p>5 THE CHAIR: Okay. I'm good.</p> <p>6 DR. ADAM AMADOR: Madam Chair, if I can 7 add to the finance, our office manager just passed 8 her Chief Procurement Officer test today. So we're 9 investing in our employees to make sure they're 10 properly credentialed, as well. Absolutely.</p> <p>11 THE CHAIR: Okay. So we're good with the 12 audit response. And thank you very much. 13 Appreciate it.</p> <p>14 Now we still have at least one component 15 still left of the financial concern. And that's 16 grants. There's that -- there's that tab for 17 grants.</p> <p>18 DIRECTOR CORINA CHAVEZ: Correct. So in 19 the '22-'23 school year, the school received a note 20 in their annual report about the fact that they had 21 not been spending grants; in some cases, the grants 22 completely reverted because they had not been 23 spending.</p> <p>24 We have seen evidence, and in the 25 materials provided by the school, under</p>
<p style="text-align: right;">183</p> <p>1 that's going to take place, here's the individual 2 who's responsible for it, and here are the dates 3 that there will be check-ins." Yeah.</p> <p>4 DIRECTOR CORINA CHAVEZ: I do think, 5 though, the only question we would ask Ms. Seeley is 6 with -- relative to the management response. 7 Because we're saying those are the actions the 8 school is taking, are there any that you would 9 change or add? Or did the management response 10 sufficiently cover what you would want to see, and 11 that might be incorporated into a CAP?</p> <p>12 MS. BETTY SEELEY: Yeah. Yeah. Because 13 that way, you have a third party looking at -- 14 saying, "This is how we're going to do it." 15 And I could look at it and say, "Yeah, 16 that's a good plan," or maybe suggest, you know, 17 altering the plan or make suggestions to help them 18 with resolving their issues, because you don't want 19 to see these audit findings again next year.</p> <p>20 THE CHAIR: No. So I think I need a 21 little more -- you're good?</p> <p>22 MS. JULIA BARNES: I'm just looking at the 23 draft motion that -- what I'm hearing is that it's 24 largely adequate. You're going to put it into a 25 Corrective Action Plan, and that there may be some</p>	<p style="text-align: right;">185</p> <p>1 Organizational, there's another folder called "Audit 2 Findings." And you'll -- the second document is the 3 grants that the school has and the remaining 4 balances of each of those grants.</p> <p>5 So you'll see that, overall, the percent 6 remaining, when this report was run in -- on 7 April 3rd, is that there's 25 percent of the grants 8 remaining. So we feel like the school has made 9 significant progress in keeping up with the grants 10 that they have.</p> <p>11 THE CHAIR: So I am trying to find this 12 e-mail that I -- I was -- I received a copy of an 13 e-mail. It was a letter regarding grants and the 14 inability of this school to apply for a future grant 15 because there was a lack of attendance. And I was 16 copied it, and I can't remember who copied me.</p> <p>17 DIRECTOR CORINA CHAVEZ: So we just talked 18 about the expenditure. And I feel like that's good.</p> <p>19 I think the other item is management and 20 utilization of the grants.</p> <p>21 And so I think you might be talking 22 about -- perhaps it was this CTE grant.</p> <p>23 THE CHAIR: Yup. Yup. That's where it 24 came from.</p> <p>25 DIRECTOR CORINA CHAVEZ: Right. And there</p>

<p style="text-align: right;">186</p> <p>1 is someone on the CTE team from the Las Cruces area 2 who has been working closely with the school to help 3 clarify allowable expenditures. And I feel like 4 that'll play itself out. 5 THE CHAIR: That's not what the letter 6 that I received said. The letter that I received 7 from them that I was -- someone from CSD copied 8 me -- and I'm trying to find it. And it said that 9 the school is not eligible -- there were seven 10 schools in the state that became ineligible to 11 apply. 12 Do you know what I'm talking about now? 13 DIRECTOR CORINA CHAVEZ: Yeah, we found 14 it. 15 DR. BRIGETTE RUSSELL: I found it, 16 Chair Gipson. It was from -- yeah. It was 17 regarding the Innovation Zone and CTE Perkins and 18 NextGen funding. The College and Career Readiness 19 Bureau notified seven LEAs, including Alma, that due 20 to low-to-zero engagement in biennial Perkins local 21 needs assessment and annual performance report 22 processes, they will not be eligible to apply for 23 FY25 Perkins or NextGen funding. And Alma has not 24 completed any elements of the comprehensive local 25 needs assessment or the annual performance report.</p>	<p style="text-align: right;">188</p> <p>1 coursework. 2 So I said, "So how do we all work together 3 to make sure that I can spend NextGen funding or 4 Perkins on stuff for the arts students, on stuff for 5 this?" Those were my concerns with that. 6 So they did respond. And so I have until 7 today to get that paperwork to them. 8 And so that's -- that was Breezy 9 Gutierrez's response back to me. So I have been 10 talking with them. I do have all the notes. We did 11 try our best to log in on Zoom or whatever. I was 12 up here in Albuquerque for the initial Innovation 13 Zone meeting. 14 But my concern was Alma is an arts 15 integration school. Culinary, it gets difficult to 16 spend just for culinary, because we can't keep 17 buying the same things for the school. So how do we 18 then use that funding to transfer over to the arts? 19 So one of the suggestions was, "Go to your 20 charter and try to change some of that language to 21 film, since the film industry in Las Cruces is 22 growing. Maybe not so much theater, but to film"; 23 right? "Move it to film, move it to something other 24 than that." 25 And so we talked with Ross Marks. So he's</p>
<p style="text-align: right;">187</p> <p>1 THE CHAIR: And my understanding, it also 2 continued and said that Dr. Amador didn't attend any 3 of the trainings nor any of the work business hours 4 that were offered during -- there was a window of 5 opportunity. 6 DR. BRIGETTE RUSSELL: That, yes. The 7 next paragraph, that is what that says. And I know 8 that earlier, Dr. Amador did have some issues with 9 certain bureaus within PED communicating with the 10 prior head administrator and not receiving e-mails 11 and not having access to portals. I'm not sure 12 whether this grant was one of those cases. But... 13 DR. ADAM AMADOR: Yes, ma'am. So I did 14 meet -- I meet often with Rebecca Galves and talk. 15 So our concern at Alma was this creating the college 16 and career pathways for the arts. That's not 17 necessarily, like, CTE or -- you know what I'm 18 saying? Because Alma is in a unique space with the 19 funding. So the gallery was one of them. 20 So I have met with Rebecca Balletto [ph]. 21 And so we're trying -- so what's the best way for me 22 to describe this? 23 When I look at our charter, and when I 24 look at what the State considers CTE courses, we 25 don't necessarily meet that requirement in that</p>	<p style="text-align: right;">189</p> <p>1 a Las Cruces International Film Festival director, 2 and he's a professor at NMSU. He's the guy that's 3 actually guiding us down that direction. 4 So that's where we're at with the local 5 needs assessment and everything. 6 THE CHAIR: All right. I appreciate that. 7 Thank you. 8 Okay. Yeah. We are on No. 6. 9 DIRECTOR CORINA CHAVEZ: So Item No. 6, we 10 discussed briefly, as it overlapped with some of the 11 other items. I -- there is a grievance procedure 12 that the school uploaded. And we had it flashed up 13 a minute ago. 14 I feel like the governing board needs to 15 review a policy and that the procedures need to 16 align with that and for it to reflect some of the 17 comments that Commissioners have so articulately 18 stated about when something gets to the board and 19 that there is a response. 20 I don't know that that is reflected on 21 the -- I don't think it's reflected in the 22 procedures that we saw. So it would take a little 23 bit more time for the school to develop and to make 24 sure that all systems were aligned between the board 25 and the school.</p>

<p style="text-align: right;">190</p> <p>1 And the other part to this particular one 2 is that -- so that was for parents and students. 3 The other part to this one, in 6, is staff 4 grievances. And the school is currently under a 5 collective bargaining agreement with its staff, 6 which is not all that common in all the charter 7 schools that we have, but it does exist. 8 And so we feel like the school needs to 9 also provide governing council-approved staff 10 grievance policy and procedure that aligns with that 11 bargaining agreement to protect staff rights and 12 ensure there's a way for them also to be heard. 13 THE CHAIR: So -- and as I said before, I 14 think that policy that exists looks exactly like the 15 grievance policy that I operated with in the public 16 school system, that it's a staff -- that is the -- 17 that is the standard that both -- to my knowledge, 18 both collective bargaining groups across the country 19 use that standard grievance policy. 20 That's a staff grievance policy, plain and 21 simple. They don't have -- to me, he satisfied that 22 piece. The staff grievance procedure; that's 23 documented there. That's what that is. 24 The concern still is where's the -- 25 where's the parent/student piece of it? And I</p>	<p style="text-align: right;">192</p> <p>1 current policy is, what our current concerns are. 2 And that's -- you know, they have their 3 expectations. And I understand that was set in 4 terms of student growth. But this is -- you know, 5 "This is how we operate. This is Alma. These are 6 the policies that we already have. This is -- 7 there's -- this is -- you know, this is our 8 expectation for, you know, what Alma is." 9 And I feel like we're almost reinventing 10 what Alma is with this. And I -- you know, I'm -- 11 I'm reluctant to give any grace on this, because 12 this is absolutely -- this is students' and parents' 13 rights that aren't being protected. This is -- 14 forget the -- first and foremost, this is people's 15 voices that aren't being heard. They're being 16 dismissed. 17 I don't care if it's one parent or it's 18 100 parents. But everyone has a right to be 19 acknowledged and to be responded to. They may not 20 like the response, you know. There's a lot of 21 people that don't like the response. But at least 22 you were heard. And that's all we're asking. We're 23 not asking anyone to give in to everyone's, "I want 24 this, I want that," you know, but to acknowledge the 25 individual. That's respect. And I just -- I'm not</p>
<p style="text-align: right;">191</p> <p>1 hesitate to be comfortable with the fact that it's a 2 work in progress, because, once again, to me, it 3 should have been in -- it should have been there 4 when Dr. Amador came in. 5 It's not his job to be working on this. 6 It was the job of the board to already have that. 7 Already have it. Maybe have to update it 8 occasionally. 9 I -- you know, I -- but -- and that should 10 have been part of the on-boarding process that the 11 board undertook with Dr. Amador to go through and 12 say, "Here's -- here's the policy that we currently 13 have for, you know, for when a parent contacts you, 14 or, you know, or contacts us with a concern," that 15 it's established. 16 This isn't an implementation year for a 17 school. It's not. 18 And with a lot of these, I feel like 19 we're -- you know, we're making allowances for a 20 school that should have -- that should be operating 21 no matter who is sitting there. Plain and simple, 22 you know. 23 That's not on him to -- you know. It's 24 the board's job to make sure that the person that 25 they're hiring is fully on-boarded with what the</p>	<p style="text-align: right;">193</p> <p>1 willing to give that time. 2 Commissioner Beck and then -- 3 SECRETARY BECK: Yeah. Real quick. We 4 worked a lot on these values that we've forwarded. 5 And one of ones that we chose out of a multitude was 6 respect. And we expect that our schools give their 7 constituencies the same respect that we would give 8 you. 9 VICE CHAIR CARRILLO: So I'm not sure to 10 the extent that you know this, Dr. Amador, that we 11 went through kind of a grueling process a year ago 12 and a little more than that with another school that 13 had, you know, lots of challenges; right? And board 14 changes. 15 And so what we're thinking about -- or I'm 16 thinking about, one -- is what a challenging 17 position you're in as the chief accountability -- 18 chief academic officer. Because when you think 19 about it, the way we have to look at it, let's just 20 say, you know, at the end of this year, you decided 21 to move on to greener pastures for whatever reason, 22 and then another person comes in, and we're meeting 23 with them, you know, the end of summer in July. And 24 they're saying, "Give us a chance." 25 Do you know how many times we hear that?</p>

<p style="text-align: right;">194</p> <p>1 And it's just -- and every time we do that, 2 sometimes -- I think we do it less and less because 3 often the writing is already on the wall. 4 And what it's -- and I completely agree 5 with Chair Gipson about kind of letting down parents 6 when they're not feeling heard. 7 But every year, whether it's in a district 8 school or a charter, that they're not doing what 9 they can, and the board -- you know, it comes down 10 to the boards doing what they can to have kids 11 succeed, that's another year gone by. That's 12 another kid that's going to go on and need remedial 13 classes at a community college or in college. 14 And we know what happens to kids that have 15 to do remedial in college. They drop out after two 16 years, generally, because of the expense and because 17 it's just -- now, we've basically -- I know I use 18 the word "condemned" them to a six-year college 19 plan, at least, if we let them down when they're 20 juniors and seniors in high school. 21 And then the cycle just continues. And 22 then the cycle continues with someone else who's 23 maybe moving to greener pastures and says, "Give us 24 a chance. We have some great ideas." 25 I'm not saying I've made up my mind or</p>	<p style="text-align: right;">196</p> <p>1 after two years on the board in Santa Fe that I 2 decided that the biggest obstacle to progress in 3 public education is NEA and AFT. 4 And what -- what I was saying is they're 5 responsi- -- no, no. Their responsibility is also 6 to be part of the solution. To what extent are they 7 being involved in being part of the solution? 8 DR. ADAM AMADOR: NEA -- when I got hired, 9 I immediately reached out to the State president and 10 got no response, one. 11 The CBA at Alma was outdated. However, 12 anytime an employee is brought in, they -- the 13 liaison is involved. So if they're written up or 14 whatever, the liaison also -- they do have the 15 opportunity to say, "Time-out. I think we need to 16 look at this." 17 But the representative does sign off on 18 any write-ups or anything. They do sign in. They 19 are present. The conversation is recorded. So we 20 do follow the CBA. 21 And, obviously, you know, anytime there's 22 a concern, we want to do this -- we want to always 23 handle things at the lowest level possible; right? 24 So when I asked about -- from last year, 25 well, what employee rights were being violated, none</p>
<p style="text-align: right;">195</p> <p>1 anything. That's what we're confronted with all of 2 the time, you know. It would be great if we had -- 3 we have 58 schools. And there are some that knock 4 it out of the park all the time. They're never on 5 our agenda, at least not for academics, anyway. 6 And there are those that come before us 7 all of the time, because for whatever reason -- and 8 often things start at the board level -- they're not 9 able to get past themselves. And so here, you know, 10 that's the thing I'm thinking about relative to 11 policies. The -- and procedures and grievances. 12 To what extent, I'm curious, do what -- to 13 what extent is the union even involved? Because if 14 there's a union, the union's representing teachers 15 and staff, so long as they're not in managerial 16 jobs. And if teachers have concerns, they can bring 17 concerns to -- is it NEA or AFT? 18 DR. ADAM AMADOR: NEA. 19 VICE CHAIR CARRILLO: They can bring 20 concerns to NEA. I haven't seen anything from NEA. 21 How involved are they in solutions? Because, you 22 know, two of the things that -- you know, I used to 23 be a labor organizer. I used to organize first 24 contracts; not in education, in the private sector. 25 And, you know, having been on -- it was</p>	<p style="text-align: right;">197</p> <p>1 of that information has been shared with me. So I 2 don't know what -- what that exactly means. 3 But we have do have a CBA on one end, and 4 then we have the board policy on the other. So 5 there are two mechanisms that they're made aware of, 6 that they can go through NEA or they can go through 7 the governing board. Both mechanisms exist to 8 protect the employees' rights. 9 VICE CHAIR CARRILLO: Well, generally, 10 people in the bargaining unit, they're going to go 11 through the CBA. And they should; that's part of 12 their agreement. 13 But also what my concern is is to what -- 14 they -- let's see. 15 By law, they represent teachers. That's 16 what they do. That's their constituent; that's who 17 their charge is. 18 But what we -- what we're told is that 19 they represent the best interest of students as 20 well. And that's why I'm asking the question. To 21 what extent are they involved in solutions? They 22 don't have to be. 23 DR. ADAM AMADOR: To your point, again, 24 let's say that -- 25 (Off-mic comments.)</p>

<p style="text-align: right;">198</p> <p>1 VICE CHAIR CARRILLO: You know what? I 2 know it's not their role. And, no, you're not going 3 to stop me on this. I know it's not their role. 4 But the thing is -- 5 THE CHAIR: (Inaudible due to simultaneous 6 speaking) to do with the actions that this school 7 has taken. It's not what -- we're not looking at 8 it -- it's not going to be any part of any action 9 that we're taking that what the role that the union 10 has in this. 11 VICE CHAIR CARRILLO: I'm looking at 12 opportunities for solutions and tapping into 13 stakeholders. 14 THE CHAIR: That comes later if we're 15 making a recommendation to the school for actions 16 they need to take, not during this discussion. 17 DR. ADAM AMADOR: Madam Chair, if I may 18 respond? 19 THE CHAIR: This really doesn't -- at this 20 point in time, it's not applicable to the discussion 21 right now. It could be later on. But it's not 22 applicable to this discussion right now. 23 VICE CHAIR CARRILLO: It is, because 24 Item 6 says specifically says, "Staff Grievances." 25 THE CHAIR: They have a grievance policy.</p>	<p style="text-align: right;">200</p> <p>1 would never say that I know everything about your 2 school, because I don't, even though I worked with 3 them several years ago as well. 4 But it does -- it does give me a lot of 5 tumult to hear families that come up -- journey up 6 here to share in person their experiences. And so I 7 don't know how we -- this is a thing that's so hard 8 to do. 9 I think about we can look at the actual 10 document. And I think to your point, Chair, there 11 are some things that we can do to integrate some 12 more specifics around how does this work with 13 non-staff-related grievances. 14 I don't know how to, like, support the 15 respect and humility that it takes to implement 16 this. And that's the part that I just really 17 struggle with. That's the part that I see. When I 18 hear people and see the tears, like, I mean, if 19 you're -- I'm a pretty empathetic person, so that 20 bothers me greatly. And I put myself in your shoes, 21 both as a governing chair and as the head 22 administrator, that I've been close to both -- close 23 to both of those roles, and how I want to, like, 24 support and understood and gain clarity about what 25 the problem is, you know.</p>
<p style="text-align: right;">199</p> <p>1 That's all we were asking for, if there was a 2 grievance policy. That's what they were asked to 3 provide. That's what that item was. That was what 4 we clearly stated to the school when we had the 5 meeting with them, that we needed a grievance 6 policy. 7 VICE CHAIR CARRILLO: I hear what you're 8 saying. I, respectfully, totally disagree with you. 9 THE CHAIR: I chair the meeting. 10 VICE CHAIR CARRILLO: I know. And we can 11 move on. 12 COMMISSIONER BRAUER: Madam Chair, I've 13 already shared most of my cards with you on this 14 one. I think this is an area -- I'm going to focus 15 more on the parent and student complaints and how 16 that is integrated in your process. 17 Commissioner Beck, did you mention the 18 value of respect? 19 I think that this oftentimes is paired 20 with another value that's not related to us, but the 21 idea of respect plus humility. This is the most -- 22 this is the area where humility matters most in 23 working with the people that you're serving. 24 And I know we've had a sampling of 25 people's voices today and in the last month. I</p>	<p style="text-align: right;">201</p> <p>1 And we could say, like, they're not coming 2 to school, and that's the reason. But then I think 3 am I really listening to that person if I'm really 4 jumping in on them like that? Am I really trying to 5 understand what the problem is? 6 It's not about being right. It's about 7 problem-solving. It's about hearing somebody and 8 addressing the need before it gets on fire. 9 And I'm not convinced yet that this -- 10 this policy in place right now is going to do that. 11 I think there are some good steps there. But I -- 12 my suggestion to you-all is to, like, think about -- 13 earnestly -- how -- what happens when a family 14 member comes in and they have an issue -- or a 15 student has an issue. 16 I mean, was it called Save -- Save -- what 17 was it called? -- "Save Arte" today? 18 Save Alma. Save Alma. Like, somebody's 19 organized a group. To me, if I was in your seat, 20 I'd be, like, "Holy smokes. I've got to meet with 21 that group to solve some problems before it gets way 22 out of control." 23 And I'm not convinced that that's 24 happening or that's even in your thoughts, because 25 we're kind of going into, like, "I want to, like,</p>

<p style="text-align: right;">202</p> <p>1 change this and that and be right about it." 2 But I feel like I just need to see some 3 evidence that we are going to change our approach, 4 our processes beyond the paper, so that we are, 5 like, listening to the graduates, the alumni, the 6 current students, the parents. 7 And so this is the part that's, like, so 8 acute -- this is the acute thing for me, that if we 9 can get this right, some of the other things, I 10 think we're making some good progress on. But I'm 11 not convinced yet that we're really clear on these 12 things; so... 13 THE CHAIR: And I know you did make a 14 response about teacher mentoring, which is also part 15 of this piece. Do you want to just talk a little 16 bit about what your mentoring looks like at this 17 point in time? 18 DR. ADAM AMADOR: So just by state 19 statute, Level 3 should be mentoring other teachers. 20 That's not happening at the school. I don't think 21 it's happened at all. 22 So when -- you know, we're just kind of 23 going in -- at the onset, we have to access what's 24 happening; right? Mind you, I've been there in the 25 months -- I haven't even been there a complete year</p>	<p style="text-align: right;">204</p> <p>1 Administrators and Superintendents. So I'm pulling 2 from those organizations to create what does 3 mentoring teachers look like at Alma? 4 So for me, I have executive coaches that 5 are working with me. Then I meet with our teachers 6 and say, "This is kind of what they're suggesting to 7 me. What do you-all think?" 8 It's not just one-on-one mentoring. But 9 we're doing group mentoring as well. People forget 10 that, in state statute, Level 3 teachers should be 11 mentoring alternative license or Level 1 teachers. 12 And that usually never happens, because they see it 13 as another responsibility. But that's what the 14 state statute says. 15 So if that's going to be too much, then I 16 said, "Well, let's look at doing this. What do we 17 need, you know, mentoring on? Classroom 18 management?" You know. And it's a whole gamut of 19 things. 20 So we'll probably have by August 1, a 21 how-to at Alma, you know, a mentoring process, a 22 check-in, and moving forward. 23 So those mechanisms aren't in place. And, 24 too, like you said, to continue to have to develop 25 them. Because I feel like we're starting a new</p>
<p style="text-align: right;">203</p> <p>1 to really assess all this. 2 But my -- my idea was that the Level 3 3 teachers would mentor the incoming teachers. That 4 didn't happen, and it hasn't happened. 5 So where I'm moving to is Ms. Romero and I 6 setting up with our partners at Texas Tech. 7 Fernando Valle comes in and mentors. We're 8 mentoring. 9 And I'll give you an example. Our music 10 teacher -- we're bringing in Dr. Romero, professor 11 emeritus from NMSU, to help him on the music side, 12 and we're helping him on the classroom management 13 side. 14 Ms. Pallarez is our science teacher. 15 She's coming in and being mentored by a 30-year 16 veteran from another high school in Las Cruces. 17 They meet on the weekends. Sometimes they meet at 18 the school and go through stuff. That's just 19 helping her grow. She's coming from the university 20 setting into the public-high-school setting. 21 My thing is I just don't -- having taught 22 and been an administrator all over New Mexico, I 23 have yet to see the perfect mentoring system. So 24 I'm pulling from double -- ASA Mentoring; I'm 25 pulling from the ALAS, Association of Latino</p>	<p style="text-align: right;">205</p> <p>1 school. That's how I personally -- we're starting a 2 new school. So none of these things have been done 3 over time. So now we're going to go back and bring 4 them on. 5 So I don't have a problem with doing it. 6 It's just we have to set those mechanisms up and 7 really be able to have interpersonal relationships 8 with the teachers at that point. 9 THE CHAIR: Commissioner Beck. 10 SECRETARY BECK: Yeah. As I said, I was a 11 teacher for 13 years. And I was a Level 3 for 12 seven. At the school I was at, we had a really good 13 mentoring program. It really -- I enjoyed it. It 14 was really a joy for me to work with the new 15 teachers, and, you know, beyond my age, just to be 16 able to work with them. 17 So just give me -- I know we've been here 18 a long time and a lot is going on -- but a 19 one-minute or 30-second -- you kind of glossed over 20 or are just not doing it -- why are they not doing 21 it? Is it -- and I'm just curious why they're not 22 doing it. Because it's -- why do they not want to 23 do it? I guess that's the question. 24 DR. ADAM AMADOR: I have no answer for 25 that. It just -- like I said, I'm not going to</p>

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1 point fingers and whatever. It just -- the
 2 mechanism wasn't there. So I'm putting these
 3 mechanisms in; right?
 4 We could probably revisit that with the
 5 teachers and just say, "What's going on?"
 6 But the mechanism just wasn't in place.
 7 So I just said, "You know what? I know
 8 how to get it done with what we're bringing in
 9 already. These things can be done."
 10 And then if we have a mechanism where the
 11 Level 3 teachers have the opportunity, for sure, I
 12 want them mentoring, because their expertise is
 13 invaluable to those -- on-boarding those new
 14 teachers.
 15 SECRETARY BECK: It concerns me -- going
 16 back to Commissioner Brauer -- about interpersonal
 17 relationships, building interpersonal relationships
 18 with your experienced teachers, building trust,
 19 building that rapport with your -- and, kind of, you
 20 know, subjectively motivating them to do their job.
 21 DR. ADAM AMADOR: I think one of the -- if
 22 I may, one of the things I kind of told them, "I
 23 just want you guys to teach right now. I want you
 24 to do one thing."
 25 In charter schools, teachers wear a lot of

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1 hots. And I said, "Right now we need to focus on
 2 instruction"; right? Right?
 3 And you've seen attendance; you've seen
 4 academics. So I need them to be fully aware of
 5 what's going on in the classroom.
 6 What I didn't want to do was, "Let's do
 7 mentoring. I don't know what it looks like at Alma,
 8 but you figure it out"; right? We didn't want to do
 9 that.
 10 Through the strategic planning that we did
 11 have last week and a lot of the things we're doing
 12 through PLCs, we'll be able to strategically address
 13 those questions, so in the event I was here next
 14 year, I would say, "This is what our mentoring looks
 15 like, not only outside of the school, but inside of
 16 the school"; right?
 17 So that's my goal is to have those things
 18 in place. But like I said, to do that in a year is
 19 very difficult. But it's my goal to have those
 20 mechanisms in place in policy and documented.
 21 THE CHAIR: So we're on the last item.
 22 Which is -- right? -- it's the governing board
 23 minutes.
 24 DIRECTOR CORINA CHAVEZ: So, Chair Gipson,
 25 I just wanted to make note that the grievance

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1 procedures that we see, although they look like
 2 they're a staff grievance policy that you've seen in
 3 the past, it currently says, "Student and Parent."
 4 So that needs to be corrected.
 5 And the other thing that I just want to
 6 say that I -- there was a level of transparency I'm
 7 seeing with some uploaded survey results that the
 8 school shared. And they aren't horrible. However,
 9 the number of people that participated in those
 10 surveys is really low.
 11 So I do think -- thank you for sharing
 12 that. And, also, I think we need a larger number of
 13 parents to participate in the surveys moving
 14 forward. Those are good things to be tracking, and,
 15 hopefully, with larger numbers, some of that is even
 16 improved.
 17 So we're going on to the final, which is
 18 "Make available governing board minutes."
 19 And so I know that last time I checked,
 20 the school did not have 2024 minutes. And
 21 Dr. Amador said that he would make sure that that
 22 was done by the end of the day.
 23 So I'm going to -- it's up now? Okay.
 24 Great.
 25 So I don't know if you want to keep this

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1 on there, Commissioners. But it's up to date now.
 2 I would say, like, the school should continue to
 3 have it.
 4 And then we have the new law that goes
 5 into effect July 1 that also requires there be
 6 webcasting of the board meetings.
 7 VICE CHAIR CARRILLO: The minutes are
 8 there. And I would suggest, like, on the other --
 9 also, it says there is public comment, too, that it
 10 was at the end of the meetings. The minutes are
 11 there.
 12 I would just suggest that you try to do
 13 summary minutes, because it was all the votes that
 14 were taken and other things. There was nothing
 15 about who spoke about what, in favor of. It's
 16 always good to have a little -- more is better.
 17 THE CHAIR: Yeah. And I'm going to agree
 18 with that, because I think part of the challenges
 19 when folks -- and our documents, we try to make as
 20 available as possible. But when folks are sitting
 21 at meetings and the board is talking about documents
 22 that were in the packet, and there's not a robust
 23 discussion about it, and then I can't go back to
 24 minutes and find maybe a link to that, or the
 25 minutes aren't -- there's not enough detail in the

<p style="text-align: right;">210</p> <p>1 minutes -- so I truly have no idea what that 2 document really was. Because from the discussion 3 minutes, it's, like -- you know, it's just -- gee, 4 you had a meeting, and there was discussion about 5 stuff, but I don't know -- you know. 6 The public doesn't have access to what 7 folks are looking at. So there has to be -- I think 8 there has to be access to it, at the very least 9 after the fact, so I can see. 10 Because, to me, part of the purpose, also, 11 of public comment, for us, public comment -- and we 12 have work sessions. So during our work sessions, we 13 allow really almost 100 percent participation. 14 Folks are logged into the meeting, and they want to 15 have input on that policy that we're talking about. 16 We generally allow anyone in to have that discussion 17 during -- during that. 18 But for public comment, you hope that 19 folks -- if you're talking about updating your 20 grievance policy, so that folks would be able to 21 offer public comment on that, so that you have a -- 22 for us, we have a better informed policy because 23 we've heard from as many people as we possibly can. 24 Because I think very often, we're also guilty of 25 saying, "It's been on our agenda for two months, and</p>	<p style="text-align: right;">212</p> <p>1 Okay. 2 Well, that's what's going on at Alma. So 3 we have to shut down public comment until a time 4 where the board could establish decorum for the 5 meeting, where it could be run in a professional 6 manner, respectful of everybody. That has not been 7 happening. 8 So my question to this body is, at our 9 last board meeting, people went and attended and 10 wanted to listen, while other people were banging on 11 the floor. And you couldn't hear anything. These 12 people here have a right to listen to what's going 13 on at the meeting, do they not? 14 They do. 15 These people do not have the right to 16 continue to disrupt those meetings. So my -- my 17 last kind of thing is I always invite people to the 18 school so they can get the whole picture. Because 19 the kids that were standing up at the board meetings 20 were bullied out of going to the board meetings. 21 So it's easy to get one side of the story. 22 We can't share about personnel, and we cannot 23 share -- I will not do it. But what I will do is 24 put things in place to protect students. Police 25 reports have been filed on this.</p>
<p style="text-align: right;">211</p> <p>1 why haven't you said something?" 2 So there's that balance there. But 3 it's -- if you're going to have a public -- if it's 4 going to be on your meetings that we're updating 5 this policy, if you're not going to allow for public 6 comment, then I would at least suggest that you 7 offer some mechanism where the public would be able 8 to provide comment. "Here's a link." You can 9 provide your comment. And that could be posted. 10 Dr. Amador? And then -- 11 DR. ADAM AMADOR: Go ahead. Go ahead. 12 SECRETARY BECK: I just want to say again, 13 really quickly, that goes back to respect, respect 14 for other people's opinions, other people's voices, 15 other people's ideas. And you never know when a 16 good one comes up. 17 DR. ADAM AMADOR: I totally agree. The 18 suggestion made by one of the other board members 19 was to create decorum. I'm not sure if you're aware 20 of some of the behavior that's gone on at the board 21 meetings, but I'm going to share with you now. 22 Do you guys allow cussing in this room? 23 Okay. You don't. Okay. 24 So do you allow people to harass students 25 who attend the board meeting?</p>	<p style="text-align: right;">213</p> <p>1 So I ask this board -- I love open 2 comment. When I get told "F you," is that 3 appropriate? And when the board gets told "F you." 4 When students get followed in a car for 5 attending the meeting and get pulled off by a parent 6 and get flipped off, is that appropriate? No, 7 because then they don't want to attend board 8 meetings anymore. 9 And some of this nonsense is coming from 10 the community. So that's why no open comment until 11 the board establishes decorum, because that behavior 12 would not be allowed in here. 13 It wouldn't -- it's not allowed at the 14 Roundhouse. But why is it allowed at Alma; right? 15 So it's all reported. Go to the Save Alma 16 page. You can watch it, and you can judge for 17 yourself. 18 But those behaviors would not be allowed 19 in this board room, by anybody. People do have the 20 right to participate in the democratic process. I 21 totally agree. You're right, Commissioner Beck. 22 There's a good chance we may get a better idea out 23 of something somebody has to say. 24 But when people are talking and you can't 25 hear them, when people are attending the meeting to</p>

<p style="text-align: right;">214</p> <p>1 be informed, and they can't get that information 2 because people are being disruptive, that has no 3 place. It doesn't have a place. 4 So I'm not willing to subject my staff to 5 that type of behavior, because it negatively 6 reflects on the school. So we have had to bring in 7 security; okay? And just like we're looking at 8 decorum, it's right here. You know, I'm getting 9 comments behind my back. That's not okay. It's not 10 okay. That is not proper etiquette for a board 11 meeting. 12 So when your board does come up with 13 decorum, which, you know, we're looking at to 14 address it the best way, we will have open comment. 15 But for my students to be harassed, for my staff to 16 be harassed, for the board to be harassed is not 17 acceptable. And I will not -- and I've asked the 18 board do not put open comment until a time that the 19 public can behave in a manner becoming of an 20 educational setting. And I think we all deserve 21 that right and respect. Thank you. 22 THE CHAIR: There are a number of us that 23 have been engaged for over a year with an outside 24 organization. And we were accepted into a cohort of 25 authorizers across the country to work on indicators</p>	<p style="text-align: right;">216</p> <p>1 time to an item that we have not discussed but is in 2 part of the concerns. And that's the -- and 3 Dr. Amador did provide the lottery policy. So I'd 4 like to just talk a little bit about the enrollment 5 and lottery. 6 Because it is our policy, and we provided 7 guidance, that the enrollment forms should be up on 8 the website. Because we -- our legal counsel 9 engaged quite a bit with, I believe, other legal 10 counsels with Title IX, when we were -- we engaged 11 in a number of months of discussion about what 12 enrollment should look like. 13 Because there's -- with Title IX, there is 14 a phrase of "a chilling effect," and that there's 15 something that could prevent a family from enrolling 16 in the school because of something that they might 17 be asked on an enrollment form, so that it's 18 supposed to be as anonymous and neutral as it 19 possibly can, and that enrollment policy be up on 20 the website so that parents know, "How do I get into 21 Alma?" 22 Because I don't know. I've looked at 23 that, you know. It used to be up there. And then I 24 know the website went down. 25 So a school that is struggling with</p>
<p style="text-align: right;">215</p> <p>1 of distress. And, above all else, across the 2 country, authorizers that -- and I'm talking 3 statewide authorizers, district authorizers -- 4 there's even -- there are even school leaders that 5 are participating in this. 6 Because we're desperately trying to 7 find -- I think it's that magic bullet to say we 8 can -- we can create those benchmarks so that, 9 hopefully, we can step in before we get into a 10 crisis, because we don't want to be in the position 11 of a crisis. 12 DIRECTOR CORINA CHAVEZ: An early warning 13 system. 14 THE CHAIR: That's kind of what I -- so 15 there isn't an authorizer that I have been engaged 16 with that hasn't said, "What's your first 17 indicator?" 18 And that indicator is there's a failure of 19 the governance council, no matter what. And that 20 includes poor policies, lack of policies, movement 21 on and off -- too much movement on and off the 22 board. And that's -- you know, that's what's -- 23 it's really what's -- what's driving this -- this 24 conversation. It really is. 25 So I'd like to move on at this point in</p>	<p style="text-align: right;">217</p> <p>1 enrollment and then doesn't have an easy way of 2 finding out -- if I'm a parent, how do I find out 3 about getting in? Because the last thing we really 4 want is for a family to have to actually -- if a 5 family wishes to walk in and say, "Hey, I'd like to 6 enroll my student," fine. I have no problem with 7 that. But the idea that a family has to do that in 8 order to enroll could prevent a family from 9 enrolling. 10 How do I know that I'm not going to be -- 11 that enrollment form isn't going to be just put 12 aside because of what I was wearing, the color of my 13 skin, you know, the color of my hair. It doesn't 14 really matter. 15 And I don't see that enrollment process. 16 I see the lottery process, which I will 17 talk about. But -- because the lottery process is 18 there. And I see in that lottery process, "If we've 19 got too many students, we're going to run the 20 lottery." 21 But there is not that enrollment form. 22 And I'm concerned. 23 DR. ADAM AMADOR: So a specific -- so 24 Corina informed me -- so this policy has been there 25 at the school. I hadn't seen it up on the old</p>

218	<p>1 websites. So just so you know.</p> <p>2 But she informed me that the Charter</p> <p>3 School Division that -- or Public Education, you</p> <p>4 guys have an enrollment process. So, obviously,</p> <p>5 that needs to be updated. What I put up on the</p> <p>6 website was the policy that we have now.</p> <p>7 I will tell you that the application</p> <p>8 process -- so, mind you, all of these processes have</p> <p>9 been in play for I don't know how long. I know</p> <p>10 they're not right.</p> <p>11 But here's another -- we're cooking up</p> <p>12 another process. So I do want you to know. I do</p> <p>13 want the Commission to know. I do get with my</p> <p>14 colleagues in Las Cruces to say, "Where are you at?</p> <p>15 What does your process look like, and how can you</p> <p>16 help me?"</p> <p>17 I took the summer to read back all the</p> <p>18 original governing board policies for Alma. One of</p> <p>19 the original pieces was, "You have to provide</p> <p>20 artwork. You have to provide an art form as part of</p> <p>21 the process."</p> <p>22 THE CHAIR: Let me interrupt you. We</p> <p>23 clearly took that out.</p> <p>24 DR. ADAM AMADOR: Yes. So what I'm saying</p> <p>25 is from that, it seemed to -- so people want to put</p>	220	<p>1 would open it up, if you had to. If you don't have</p> <p>2 to, then the notifications go out to all of those</p> <p>3 families that the student has been enrolled.</p> <p>4 It is clearly on the PEC website what our</p> <p>5 enrollment guidance is. But when I was looking --</p> <p>6 when I was looking at the lottery policy -- so I was</p> <p>7 confused. So let me just ask, because maybe I was</p> <p>8 reading it, and maybe if I hear it, it sounds</p> <p>9 better.</p> <p>10 "When the number of interested students</p> <p>11 exceeds the number of seats available we will hold</p> <p>12 an annual student lottery for enrollment in April or</p> <p>13 late July, early August."</p> <p>14 I don't know what that means. You know,</p> <p>15 it's, like, are you having it in early April? Or</p> <p>16 are you having it in July? Or are you having it in</p> <p>17 August?</p> <p>18 The school year has started in July, you</p> <p>19 know. So I -- you know, I -- I was profoundly</p> <p>20 confused by that.</p> <p>21 So if I was a parent, and I'm trying to</p> <p>22 figure out how I get my child in that school, you</p> <p>23 know -- and, once again, you know, I -- it made,</p> <p>24 like, no sense to me.</p> <p>25 DR. ADAM AMADOR: I totally agree with</p>
219	<p>1 that back. I'm saying, "No, we're not going to put</p> <p>2 that back."</p> <p>3 My suggestion, in working with the other</p> <p>4 schools, was to actually just do an online form so</p> <p>5 it eliminates that inherent bias or any type of</p> <p>6 bias. Get registered here online. Let's call them</p> <p>7 in and bring them in; right? Let's get them</p> <p>8 enrolled.</p> <p>9 Right now -- and my question to the</p> <p>10 Commission right now is this. We are under</p> <p>11 enrollment. So when does that lottery process kick</p> <p>12 in? Do I have to notify -- do I have to set dates</p> <p>13 and times? Or do I enroll students -- okay.</p> <p>14 So that's one thing I wanted a clear idea</p> <p>15 on is when do I establish -- so I do need to</p> <p>16 establish lottery times, if you will, in the year</p> <p>17 for that process, even though we're under</p> <p>18 enrollment.</p> <p>19 THE CHAIR: Correct. Because you're --</p> <p>20 it's the enrollment for the upcoming year. So you</p> <p>21 create a window for the -- and you take the</p> <p>22 enrollment forms for the coming upcoming year, and</p> <p>23 they get, you know, a number, or -- you know.</p> <p>24 And then you -- you have it in your</p> <p>25 process what the lottery window is and when you</p>	221	<p>1 that. If you see -- it was adopted in 2010 and has</p> <p>2 not been updated. So, here again, we're 14 years,</p> <p>3 going on 15 now, outside of it. So --</p> <p>4 THE CHAIR: And I get that. But, you</p> <p>5 know, by and large, the lottery hasn't changed a</p> <p>6 lot. It really hasn't. The lottery has been the</p> <p>7 lottery. There are any number of schools that not</p> <p>8 only use the online form, but they have --</p> <p>9 there's -- there's ways you can actually perform the</p> <p>10 lottery online so that there's abso- -- you know, no</p> <p>11 one is even wondering about, "Oh, you picked the</p> <p>12 bingo balls." So it can be done. I'm not saying</p> <p>13 you have to. But there is also --</p> <p>14 MS. RICHELLE PEUGH-SWAFFORD: It should be</p> <p>15 a number of days before the first day of school,</p> <p>16 because they keep changing when the first day of</p> <p>17 school is. That --</p> <p>18 THE CHAIR: It has -- my recommendation</p> <p>19 and -- we've got a head admin here; he can weigh</p> <p>20 in -- we've got two here -- my recommendation would</p> <p>21 be you've got to do that lottery before your budget</p> <p>22 is created, because you have to know how many kids</p> <p>23 are coming into the school. Am I not right?</p> <p>24 So it has to be way before the start of</p> <p>25 the school year. It should be, like, yesterday.</p>

<p style="text-align: right;">222</p> <p>1 February -- I think most of our schools hold them 2 February, March, through that time, because March is 3 your budget process -- I actually have a group of 4 head admins back there. 5 So that the head admin and his business 6 office can make an accurate budget and submit it. 7 You've got to know how many students you have, so 8 that that's when you open the window. 9 Because even though we all know, even 10 though families have submitted the enrollment form, 11 they may have found a better fit in the meantime. 12 So that they have -- you have to have the responses 13 from the family that, "Yes, my child is going to 14 attend," so that you can have an accurate account. 15 Because we all know what happens if there's an 16 over-projection of students in that budget. 17 That's -- you know, that's devastating. 18 So that's -- you know, we don't have a 19 time -- the time frame in our guidance. That's up 20 to the individual school. But I think that's best 21 practice. 22 VICE CHAIR CARRILLO: You know -- and on 23 the lottery, honestly, I would just get with CSD. 24 They've done a million of these; they do it real 25 well. They'll make it streamlined, super, super</p>	<p style="text-align: right;">224</p> <p>1 That message, to me, sends to the 2 community, "If it's not right, if you're not doing 3 right, we're going to kick you out," basically; all 4 right? That's the message I get from that. 5 There's been -- you know, there's been 6 lots of talk, almost every comment that we heard 7 from the community this morning said that there was 8 a lack of accessibility to administration and 9 governing council; all right? 10 I don't know how -- I don't know how much 11 of that -- you know, I wasn't there, so I don't know 12 what efforts were made and what efforts were -- 13 anyway, in any case, the message that sends to the 14 public is that you-all are untouchable and 15 unaccessible (verbatim). 16 So there's been lots of GC turnover; all 17 right? Again, what message does that send to the 18 public; all right? 19 To me, it sends a message of chaos and 20 disorder. And -- anyway, I feel like -- and abysmal 21 attendance, you know, the attendance has been 22 abysmal. 23 Again, what message does that send to the 24 community? It sends the message that kids don't 25 want to go to school there, you know?</p>
<p style="text-align: right;">223</p> <p>1 simple, call it a day, that easy. They've got it 2 down. Yeah. 3 THE CHAIR: So, Commissioners, first, any 4 additional concerns that have been included in the 5 letter and the CSD recommendations that you feel 6 haven't been addressed? 7 If not, Commissioner Taylor, do you 8 want -- 9 COMMISSIONER TAYLOR: Yeah. Thank you. I 10 would just -- you know, I would just like to say and 11 echo some of the concerns that Commissioner Brauer 12 had earlier. You know, as I've been listening 13 today, you know, some of the things that concern me 14 are the fact that taking away public comment -- all 15 right, I know you've addressed that. I know that 16 there were issues. 17 But what message does that send hiring 18 security rather than -- okay. How can we deal with 19 this on a more one-to-one basis? All right? So 20 that's one thing. 21 The disenrolling of lots of students. 22 It's been alleged or -- that that may have -- not 23 have taken place -- may not have taken place or 24 under all of the appropriate guidelines; all right? 25 It's been alleged that that's the case.</p>	<p style="text-align: right;">225</p> <p>1 So my point is, these were some of the 2 issues that were brought up. I'm not saying these 3 are right, and you-all are wrong. But the fact is 4 is that how are you handling the messaging and 5 communication to those you serve and the people of 6 the community? 7 What -- that's what I think you need to do 8 better, honestly. I feel like you're putting things 9 in place as far as making changes at the school. 10 You inherited a lot of issues, obviously, you know, 11 and being really consumed with -- with putting -- 12 putting programs in place and putting policies in 13 place. And I get that. 14 But, you know, in the end, if you don't 15 have that communication, an earnest desire and 16 respect for the people that you serve and making a 17 huge effort to try to engage them and make it 18 better, you're not going to have a school for 19 policies to exist in, you know? So that's just my 20 summary. So thank you for listening. 21 THE CHAIR: We're going to -- we need to 22 take a ten-minute break. Yeah. 23 (Recess taken, 3:01 p.m. to 3:11 p.m.) 24 THE CHAIR: So before a motion is made, 25 are there any additional comments? I was just</p>

226	<p>1 asking if any of the Commissioners had any comments 2 prior to the motion being made. 3 Okay. Great. Yeah. 4 So I move that the Chair of the PEC issue 5 a Notice of Breach of Contract to Alma d'Arte 6 Charter High School to reestablish a respectful, 7 safe, and effective learning environment at the 8 school and remedy the following concerns and charter 9 contract provisions: 10 Academic progress. 11 Concern 1.: Show academic proficiency and 12 growth of the students, improve inadequacies related 13 to testing of students, and improve results and 14 complete documentation for the mission-specific 15 indicators and the condition of renewal. 16 The contract provisions are: 17 Contract Section 4, 1 -- Contract Section 18 4, 1-point -- 1., 2., and 4.i. Sorry. 19 Contract Section 5. 20 Academic Performance Framework; and 21 Condition of Renewal. 22 Academic progress. 23 Concern 2.: Correct and confirm 24 compliance with special education requirements, 25 including correcting concerns identified in the</p>	228	<p>1 corrective action plan derived from the audit 2 response provided by the school with suggested 3 improvement by CSD. 4 Contract Section 4.1 and Section 5, 4., 5 and Financial framework 5.b. and 5.c. 6 C.: Provide and implement a complaint 7 policy approved by the governing council at the 8 school and a plan for addressing parent and student 9 complaints. Include a report showing the status of 10 pending parent and student complaints (without 11 identifying information) reported to the school. 12 Organizational Performance Framework, 13 1.c., 1.d., 3.a., and 3.d. 14 D.: Confirm that the school has adequate 15 admission and enrollment policy and procedures that 16 allow student choice. 17 Organizational Performance Framework, 3.a. 18 E.: Provide and implement an adequate 19 plan for teacher mentoring, ensure the rights of 20 teachers are being enforced, and utilize a staff 21 grievance policy that is consistent with the 22 collective bargaining agreement. 23 Organizational Performance Framework, 3.d. 24 Letter F.: Provided timely and complete 25 reporting and notifications to CSD and PED. I --</p>
227	<p>1 special education annual determination letter from 2 the Public Education Department. Include a report 3 (without student identifying information) of pending 4 complaints at the school level related to special 5 education and how they are being addressed there. 6 Contract Section 4, 8.2. 7 Organizational Performance Framework, 1.f. 8 and 3.a., and Condition of Renewal. 9 Academic progress. 10 Concern 3.: Confirm and ensure compliance 11 with Attendance for Success Act, including the 12 disenrollment processes, including a review of 13 disenrollments (without student identifying 14 information) utilized by the school for the past two 15 school years. 16 Contract Section 4, 8.4, as amended. 17 Organizational Performance Framework, 1.c. 18 and 3.b. 19 Organizational and financial concerns. 20 Concern A.: Correct adequate (verbatim) 21 financial oversight and ensure that the school has 22 compliant finance and audit committees at all times. 23 Contract Section 4.1 and Section 5, 4., 24 and Financial Framework, 5.e. 25 B.: Remedy audit findings through a</p>	229	<p>1 Yeah. Okay. Contract Sections 5.3, ii., 2 and Organizational Performance Framework, 2.a. 3 I further move that the Charter School 4 Division review the school's compliance with special 5 education and Attendance for Success requirements 6 during the present school year and the adequacy of 7 the processes and protocols at the school to ensure 8 ongoing compliance and work with other agencies, as 9 appropriate, or hire consultants to assist in the 10 review. 11 Finally, the school should report its 12 condition update and short-cycle assessment data at 13 the June meeting of the PEC related to proficiency 14 and growth. 15 SECRETARY BECK: Commissioner Beck 16 seconds. 17 THE CHAIR: The motion by Commissioner 18 Gipson and a second by Commissioner Beck. 19 Any discussion? 20 SECRETARY BECK: Yeah, I have. 21 THE CHAIR: Commissioner Beck. 22 SECRETARY BECK: I just want to say it's 23 the hardest part of the job. 24 THE CHAIR: Uh-huh. 25 Commissioner Carrillo.</p>

<p style="text-align: right;">230</p> <p>1 VICE CHAIR CARRILLO: That's a very tall 2 lift. But ultimately -- ultimately, it's about kids 3 and what are we doing -- oftentimes, we ask 4 ourselves at the end of the meetings, "What have we 5 done for kids today," because there are so many kids 6 that come before us that are culture issues, 7 compliance issues, policies, all sorts of things. 8 What are we doing for kids today? 9 And today I can say we're ensuring that 10 any child and family that attends Alma has a 11 certain -- a culture at the school that they need, 12 it's safe, and that they can learn. Everything is 13 set up for them to learn on every level. 14 That's what we're doing for kids today and 15 what we're doing here. And it's a huge lift, and I 16 understand that. 17 THE CHAIR: You know, with all the calls 18 that I've received about this school, almost every 19 one starts the conversation with, "Do you know how 20 important this school is to this community?" 21 And I do. I mean, I've been part of this 22 community, and I've had friends serve on the Alma 23 board. So it's a -- it's a long -- it's been a long 24 process with the school. 25 It is -- it tugs at my heart strings that</p>	<p style="text-align: right;">232</p> <p>1 business as usual at schools, with a little bit -- 2 with quite a bit more needed to ensure that there is 3 good bookkeeping and following through on these 4 things. 5 But that's the cost of -- of ensuring that 6 we're doing right by our students and by this 7 institution, the institution of Alma, and us, and 8 the PEC. I feel like this is the best -- this is 9 the best-laid path that we have to work with. 10 And I'm just really impressed with how we 11 were able to take all the information we were able 12 to receive from the school and from the Charter 13 School Division to hope they come to a good plan to 14 ensure that there's going to be adequate progress 15 for our kids. 16 THE CHAIR: I also want to acknowledge, 17 it's tough sitting where you're sitting. I 18 absolutely acknowledge that. And it is tough. 19 But what charter schools -- what any 20 school is being tasked to do is to serve kids. And 21 there are serious concerns about that at this moment 22 in time. 23 So Commissioner Beck? 24 SECRETARY BECK: Commissioner Brauer. 25 COMMISSIONER BRAUER: Yes.</p>
<p style="text-align: right;">231</p> <p>1 we're here; it really does. I thought we were on a 2 good path when we worked with PCSNM to get mentoring 3 and governing board training. And right after the 4 governing board training, half those people left. 5 So I -- you know -- and this is a board 6 that mostly gets their training completed. And I 7 hear at the meetings, you know, how everyone is 8 getting their training completed. 9 I don't see the results of the training, 10 'cause we're sitting here now. And that's what 11 is -- that's what's so frustrating at this point in 12 time. And it's -- it is profoundly sad. It truly 13 is, you know. I'm heartsick over this. 14 Commissioners, any other comments? Okay. 15 COMMISSIONER BRAUER: Madam Chair, real 16 quick. I feel that same way. I feel this is heavy. 17 This is a heavy decision. Commissioner Beck, thank 18 you for bringing that into the space. 19 I do believe this is the best decision 20 that we can make right now, given what we've heard 21 today and leading up to this. And I do believe that 22 there is specific clarity about what the next steps 23 are here. There's clarity. 24 Commissioner Carrillo, there's a lot. But 25 it's clear, and it's doable. And it's part of the</p>	<p style="text-align: right;">233</p> <p>1 SECRETARY BECK: Commissioner Taylor. 2 COMMISSIONER TAYLOR: Yes. 3 SECRETARY BECK: Commissioner 4 Clahchischilliage. 5 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 6 SECRETARY BECK: Commissioner Ingham. 7 COMMISSIONER INGHAM: Yes. 8 SECRETARY BECK: Vice Chair Carrillo. 9 VICE CHAIR CARRILLO: Yes. 10 SECRETARY BECK: Chair Gipson. 11 THE CHAIR: Yes. 12 SECRETARY BECK: Secretary Beck, yes. 13 There are seven votes for, zero votes 14 against. The motion is passed. 15 THE CHAIR: Thank you. And, truly, thank 16 you for coming up. I truly do appreciate it. Thank 17 you. 18 We are on to Item No. 14, which is 19 Presentation and Discussion of School Responses to 20 Correct Audit Findings for FY23, as Reported -- 21 excuse me -- to the CSD. 22 And, once again, I'm not 100 percent sure 23 what we were looking for got communicated as well 24 as -- because I think what we were looking for was 25 simply what actions have you taken, which, to me,</p>

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1 is -- is kind of simple, you know.
 2 Just give us a report-out on, you know,
 3 "This is -- these were the audit findings," so we're
 4 not waiting a whole year.
 5 And I know some business managers made
 6 contact and said, "Oh, we've already answered that."
 7 No. You answered what you were going to
 8 do. We just want a little quick update as to what
 9 have you actually started, you know, so that it's
 10 not next audit and it's maybe a repeat finding.
 11 So -- you know. Foolish me. I thought it
 12 was going to be simple. And I don't think it turned
 13 into something as simple as it was.
 14 So I think we -- I think we have to look
 15 at that for next year, so that we're really clear
 16 with -- and it's not -- there may be -- I know there
 17 are recommendations for some of the audits for CAPs.
 18 But I think -- I think a lot of schools thought that
 19 this was going to be -- everyone was going to be on
 20 a CAP, and were going to be on the Intervention
 21 Ladder. And I don't think that's the path we were
 22 trying to go down.
 23 So I'm just saying that as, next year, I
 24 think we have to look at this process a little bit
 25 more. So with that said, Deputy -- Dr. Russell, are

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1 you doing this?
 2 DR. BRIGETTE RUSSELL: Yes, Chair Gipson.
 3 And I -- I have notes for next year. And
 4 I agree with you. We will do better.
 5 So I will share screen with the document
 6 that shows which schools CSD is recommending a CAP
 7 for.
 8 The first two -- the two documents in your
 9 Google Drive under 14, you saw last month. Those
 10 are just the numbers of audit findings and the
 11 PowerPoint.
 12 So let me share this one, that we are
 13 recommending a CAP for seven of the eleven schools.
 14 If a school provided detailed implementation
 15 progress updates to the management plan, we are not
 16 recommending a CAP. That's Albuquerque Sign
 17 Language.
 18 Alma, we've already discussed.
 19 Estancia Valley did provide detailed
 20 updates and implementation progress, but they had a
 21 disclaimed audit. So for that school, we really had
 22 no choice.
 23 So Explore-Albuquerque and Explore-Las
 24 Cruces submitted simply their management plan that
 25 was submitted for the auditors with no update as to

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1 what they had done since then. So, really, all we
 2 need is implementation information for those two
 3 schools.
 4 J. Paul Taylor provided an update, no CAP.
 5 Las Montañas, the same.
 6 We did not receive information from Monte
 7 del Sol.
 8 Raíces, similarly, we need implementation
 9 information.
 10 Taos International provided an update, but
 11 did not update whether progress was made toward
 12 those findings. And because they received a
 13 qualified audit we recommended a CAP.
 14 MASTERS Program, no CAP required. All
 15 information was submitted.
 16 THE CHAIR: So I'm guessing that there's a
 17 number of charter leaders here that want to say
 18 something about the audit, that they didn't come
 19 just because this is a fun place to be.
 20 So -- so I'm going to ask, if any of the
 21 charter leaders wish to speak to their audits,
 22 please come forward and offer whatever comments you
 23 want to make.
 24 So, Eric, if you want to come up. And the
 25 rest of you just come on down and just take your

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1 turn.
 2 MR. ERIC AHNER: Are you ready? All
 3 right.
 4 My name is Eric Ahner. I'm the executive
 5 director of J. Paul Taylor Academy. Last name is
 6 A-h-n-e-r.
 7 I was uncertain where the PEC stands with
 8 the recommendations from the Charter School
 9 Division, so I thought it was important to be here.
 10 It is also my worst audit in 13 years of being an
 11 executive director of charter schools, which means I
 12 feel it's important enough to come and speak to you
 13 about our progress or lack thereof, so that we can
 14 continue to maintain a favorable status with a
 15 relationship with the Public Education Commission
 16 and the PED.
 17 I'm going to try to be concise. I think
 18 you guys have had a very long day, and this seat is
 19 still a little warm; so --
 20 (Off-mic comment.)
 21 MR. ERIC AHNER: Indeed. But it's been
 22 educational.
 23 So, firstly, know that the results of the
 24 audit is our responsibility. And there are
 25 components that I'm not happy about or I don't

<p style="text-align: right;">238</p> <p>1 necessarily agree with. But at the end of the day, 2 it is my responsibility to supersede the result of 3 that and persevere and go out with a better audit 4 going down the road, which is again a frustration, 5 because it is literally the worst audit that I've 6 had.</p> <p>7 So, first, to address what happened. I 8 think it's important to hear from me what I believe 9 has happened that led to a poorer audit than the 10 past.</p> <p>11 I think we've had inconsistent business 12 management practices over the last five years and 13 some changes. And I think that inconsistency can be 14 really devastating for consistency in audit, 15 particularly when you have various people who may 16 not have a lot of experience as a business manager.</p> <p>17 The good news is that our current business 18 manager should be in his third year next year, and I 19 think that that will help us move through some of 20 the challenges that we had.</p> <p>21 Last year to save money, I did payroll. 22 That was a penny-wise, pound-foolish decision. That 23 did not help my business manager. Matter of fact, I 24 would say the opposite. Yes, it saved some money 25 initially.</p>	<p style="text-align: right;">240</p> <p>1 And a lot of the challenges come there. 2 And we didn't get things cleaned up when we closed 3 our books. And then when we did get some of the 4 information back, it threw a lot of other things out 5 of balance, which created a chain reaction in 6 findings. So instead of having one finding about 7 closing out poorly or not correctly, it created 8 other problems with balances being out of 9 compliance.</p> <p>10 Some challenges and frustrations that we 11 experienced, me, specifically, it was the longest, 12 most rigorous audit that I've ever had. It was 13 unexpected. I don't know why. I feel like, over 14 the last three years, it's been increasingly 15 rigorous on schools on what they're asking for 16 documentation and time.</p> <p>17 I also learned this year that I have to 18 defend some of the paperwork that I submit. In the 19 past, I have felt like I give the information; they 20 make their decision; that's the end of the 21 discussion.</p> <p>22 I actually disagreed with some of the 23 findings, and I didn't defend them the way I think I 24 should have. In one instance, I cited statute and 25 was told that a finding would be removed, and it</p>
<p style="text-align: right;">239</p> <p>1 And I'm not doing payroll this year, even 2 though it's kind of fun. It's fun to run the 3 numbers and make it work out and balance. That's 4 the appeasing (verbatim) part coming, from my 5 background in science and math.</p> <p>6 We have been plagued with our use of 7 AptaFund, our software, in specifically rolling over 8 funds and how you close out the software and open up 9 the new year.</p> <p>10 And I can't say it's the fault of the 11 software -- excuse me. I think it's our 12 understanding of how to use it correctly and getting 13 better training on the closing and the opening of 14 the new year. And once you open up a new year, when 15 you make a change, you have to make those changes in 16 both years if it pertains to the previous year. And 17 if you do one and not the other, then you've messed 18 up your books significantly.</p> <p>19 And we -- in more than just this instance, 20 we have had hobgoblins in our software, issues that 21 we created ourself as errors that have actually 22 carried all the way through years and then resurface 23 when we try to close the books, which is something 24 that your expert, Betty Seeley, had talked about, 25 the importance of closing out the books.</p>	<p style="text-align: right;">241</p> <p>1 wasn't removed. And that's frustrating to me. 2 That, to me, is challenging who I felt was 3 the expert in what would be the final decision, and 4 I now know I have to defend our work a little bit 5 more rigorously.</p> <p>6 Most importantly and, certainly, what I 7 think you guys should know is what are we doing 8 going forward?</p> <p>9 As I had mentioned, we have the same 10 business manager. I think that's extremely 11 important, because the work of the business manager 12 is essential when we're expending public funds. I 13 take that very seriously.</p> <p>14 We are asking CLA, the current company who 15 has done the past audit, if they would be willing to 16 do a pre-audit and come in and look at our books 17 when we close down in June. It's going to be an 18 additional expense so they can look at our work 19 before we begin the formal audit.</p> <p>20 They think it's a conflict of interest if 21 they get the new bid. They don't want to do a 22 pre-audit and then audit their own work later. So 23 if they're to get the next bid as the auditor for 24 the PED and for Charter Schools, then we'll seek 25 another auditor to do a pre-audit to help us close</p>

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1 out the books.

2 So audits have gotten very expensive over
3 the last ten years, and we accept that we're going
4 to have to spend more money to try to make sure that
5 we try to close things out correctly to try to
6 prevent that chain reaction.

7 And, lastly, I plan on hiring someone who
8 has experience as a business manager to be the
9 liaison to submit all of the documents. The zinger
10 to us was, after spending three months of uploading
11 documents and going back and forth, a final audit
12 finding was failure to respond in a timely fashion,
13 which was a hit.

14 I was very unhappy with that. I didn't
15 have any knowledge that that was a frustration on
16 the auditors' part. So I will hire someone
17 independently to keep up with that and reach out to
18 me if she feels like there's an issue with the
19 audit, that it needs more direct attention.

20 So that's our plan. That's our audit, and
21 I'm certainly open to any questions.

22 THE CHAIR: I just want to say thanks for
23 pouring salt in the wound about talking about the
24 cost of the audits, only because we've been trying
25 to get them paid for. And we've been -- there's

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1 THE CHAIR: I'm hoping the new financial
2 framework fixes it. I'm going to ask you, in your
3 spare time, if you can just double-check that. I
4 mean, we've adopted it. But, obviously, the school
5 is still on the old. So that might -- that might
6 be -- hopefully, we've fixed it.

7 If we haven't, that's something that we'll
8 need to maybe tweak. But I think we fixed it.

9 MR. ERIC AHNER: Great. Thank you.

10 THE CHAIR: It doesn't help you right now
11 or next year.

12 MR. ERIC AHNER: Right.

13 THE CHAIR: Truly. Thank you for driving
14 the -- I know how long it took you to drive here.

15 MR. ERIC AHNER: Madam Chair, members of
16 the Commission, and PED, thank you. Soon. I might
17 wait for the vote if I've waited this long. Thank
18 you. Appreciate it.

19 THE CHAIR: Thank you. Next?

20 Wasn't it last month we saw you as the new
21 head administrator? Was it last month?

22 FROM THE FLOOR: Madam Chair, that is
23 correct. Commission, thank you for the opportunity.
24 I'm Jake Kolander. Last name is K-o-l-a-n-d-e-r. I
25 was going to say that contrary to Mr. Ahner, I do

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1 roadblocks here at PED for us to be able to do that,
2 because we thought that was a fair and equitable
3 give-back of your hard-earned 2 percent; so...

4 Commissioner Beck?

5 SECRETARY BECK: Just want to say thank
6 you for taking the time to come up here. It's
7 pretty obvious that it's pretty important to you, so
8 thank you.

9 MR. ERIC AHNER: Madam Chair, members of
10 the Commission, just one other point of concern just
11 to express. With regard to the annual evaluation
12 that goes out, there are multiple components that,
13 if you have a bad audit, it really becomes three, if
14 not four, concerns with the ratings that we have
15 every year.

16 So I feel like it becomes a double-whammy.
17 If you have an audit finding, it will trigger 2.a.,
18 2.b., 2.c., and, arguably, 2.f., in that annual
19 review. So, again, if I look at my performance at
20 the school, which I feel is pretty good overall, an
21 audit finding really can trigger all four of those
22 areas, triggers a lot of red on that spreadsheet.

23 I did want to express that. Since I sat
24 extra long, I came up with some extra things to talk
25 about. Thought I'd share that.

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1 not have the length of experience. But whether this
2 was the happening place to be or not, I did check up
3 on my reading of "Government Finance Review," June
4 2019 issue, to be found here in the facility.

5 So I appreciate your time. We have read
6 through the audit findings, obviously, and we have
7 people here to speak in this regards to those. I'd
8 like to say in the short time that I've been the
9 head administrator at Explore Academy and working
10 with our finance office, I have found them to be
11 extraordinarily competent and thorough and have
12 total confidence that this will be addressed today.

13 But I'll introduce our board president,
14 Patrick Molina.

15 FROM THE FLOOR: Good morning, Council
16 Chair. Thank you for having us today. I am Patrick
17 Molina, M-o-l-i-n-a. Katie Rarick, our business
18 manager, will come on here in just a moment to
19 explain to you the details of our audit findings and
20 our solutions to that.

21 But I am here to look you in the eye and
22 tell you that every single one of those audit
23 findings were embraced by our board, and solutions
24 were put in place immediately to address all of
25 those so that they are not repeated.

<p style="text-align: right;">246</p> <p>1 Quite frankly, the board and I were very 2 embarrassed with those audit findings, because we 3 hold our finance committee meetings in public during 4 our normal monthly board meetings. So because this 5 is public money, we feel that the public should see 6 it every single month, as do we. 7 The fact that there were some missteps 8 along the line on how we were reported the 9 information to stay current and properly educated is 10 regrettable. But we are absolutely confident that 11 that will not happen again, and we've put more 12 measures in place to make sure that what the board 13 is getting on a regular basis is accurate, timely, 14 and mission-specific to what we are trying to as a 15 charter school and spending our fellow citizens' 16 money investing into our students. 17 So with that, I would like to introduce 18 Katie Rarick from Axiom Analytics. 19 MS. MELISSA BROWN: I don't see Katie. 20 There you are, Katie. Sorry. 21 MS. KATIE RARICK: Can you hear me? It's 22 budget season, so I am stuck behind a computer, 23 madam Chair, and I did speak during public comment. 24 But I just wanted to reiterate that as of 25 April 12th, all of our action steps and what we have</p>	<p style="text-align: right;">248</p> <p>1 already submitted a proposal to present at the 2 conference. Seriously. 3 THE CHAIR: Seriously, thank you. 4 MR. PATRICK MOLINA: And if there are 5 other -- if there are any other topics, I will 6 happily present those. 7 The two that I suggested were some 8 Statistics 101 for board members. We are given 9 quite a bit of information. And a lot of folks will 10 sit there and nod their heads. And that is not 11 governance. That is being -- looking like you know 12 what you're doing. 13 The second is, quite frankly, Robert's 14 Rules of Order. I think the right vocabulary is 15 used in a lot of meetings, but the format, 16 often-time, isn't done correctly. And folks that 17 didn't do debate in high school don't truly 18 understand how that works. 19 But if there are other topics regarding 20 governing council, mechanics, and whatnot, I would 21 be honored to present at the conference. I am at 22 your disposal. 23 THE CHAIR: If you can make a recording of 24 it so I can listen to it as I'm driving back, 25 because I do a lot of that. I listen -- you know,</p>
<p style="text-align: right;">247</p> <p>1 taken were on the Google Doc. And, again, I did let 2 CSD know they were going to be a little late because 3 I was out of the country. 4 They're in there, highlighted in red. 5 And in addition to that, if you look at 6 the monitoring tool from the site visit, it is also 7 addressed in there how we have implemented some of 8 the changes. 9 THE CHAIR: Thank you. And on another 10 note, from yesterday, we were talking about having 11 governance council members from governance councils 12 that are doing it right be at the CSD conference to 13 have a discussion. And here's a name that I'm going 14 to suggest you reach out to to have a -- to say, 15 "Hey," because this is -- you know, I know you heard 16 what went on this morning. 17 MR. PATRICK MOLINA: Yes, ma'am. 18 THE CHAIR: So I appreciate the comments 19 that you made. So I think this -- you know, you're 20 the example we're -- we're looking for to try to 21 uplift those other schools. 22 MR. PATRICK MOLINA: Thank you. 23 THE CHAIR: We truly are. And I 24 appreciate this. 25 DIRECTOR CORINA CHAVEZ: Mr. Molina has</p>	<p style="text-align: right;">249</p> <p>1 so I would appreciate it. So if you could -- I 2 don't know whether it's within your wheelhouse. 3 Because I absolutely agree that order at a meeting 4 is Robert's Rules, but it also has to be meshed with 5 OMA compliance as well. 6 MR. PATRICK MOLINA: Agree. Yes, ma'am. 7 Absolutely. 8 I also made a note in the back that I 9 would also create a little 101 for secretaries on 10 how to properly document minutes. What I find is 11 they're extremely paltry and don't tell you 12 anything, or they are almost a word for word, which 13 is also not consumable. There's a happy medium in 14 there that a lot of secretaries I think could 15 benefit from, from a former secretary on this board. 16 So, again, Director Chavez, I am at your 17 disposal. 18 THE CHAIR: I probably shouldn't have said 19 that publicly. 20 MR. PATRICK MOLINA: I'm all in. 21 DIRECTOR CORINA CHAVEZ: Absolutely the 22 right thing to say. 23 MS. JULIA BARNES: I don't know that I see 24 the document that their business manager is 25 referencing that has red highlights and shows what</p>

<p style="text-align: right;">250</p> <p>1 they're doing and provides the information that 2 she's --</p> <p>3 MS. KATIE RARICK: I'm looking at it right 4 now. It's the Google Doc that was sent out from 5 Lucy. And it says, "Explore Academy Final Audit 6 Findings FY23," and it was a Google Doc. And we 7 were supposed to put our next steps or action steps 8 in it. And that is what I did.</p> <p>9 THE CHAIR: You might be looking at it. 10 But I don't know whether it's on the Commission's 11 drive. That's what we're saying.</p> <p>12 DIRECTOR CORINA CHAVEZ: Katie, I would 13 ask you to e-mail it to me, and I will upload it. I 14 thought that the documents had been uploaded. But 15 you submitted twice. If I am correct, you sent 16 something -- you did let me know you were going out 17 of the country. You sent something, and then I 18 think more recently, past the deadline, you had 19 submitted something.</p> <p>20 So I don't think it got into the folder. 21 So can you send that to me, Katie?</p> <p>22 MS. KATIE RARICK: Sure. I'll download it 23 from Google and send it to you.</p> <p>24 DIRECTOR CORINA CHAVEZ: I do know that it 25 was considered -- I just checked with -- with</p>	<p style="text-align: right;">252</p> <p>1 learned that that's what the schools were doing, we 2 were, like, "Why make them cut and paste? Let's 3 just tell them, 'Your management response is your 4 CAP.'"</p> <p>5 This year, we looked at all the audits, 6 and we prioritized those that had many audit 7 findings and material weakness findings. And -- and 8 those are the ones that we said, "You've provided a 9 management response. We understand that you believe 10 this is how you're making corrections. Just give us 11 an update."</p> <p>12 So that doesn't place the school on a 13 corrective action. This is the -- this is the body 14 that decides whether or not the school is on a 15 corrective action.</p> <p>16 So, Katie, I don't know if that seemed 17 unclear to you. I know you were getting ready to 18 leave the country. If I had to read an e-mail just 19 as I was getting ready to leave the country, I might 20 not have fully comprehended that as well.</p> <p>21 It's not meant to be punitive; it's meant 22 to do a check-in.</p> <p>23 And I just checked my e-mail, and I am 24 still waiting for you to forward what you most 25 recently sent, because I believe that -- that was</p>
<p style="text-align: right;">251</p> <p>1 Ms. Seeley that -- whether she and Ms. Gonzales were 2 able to review what was submitted.</p> <p>3 THE CHAIR: And the response was?</p> <p>4 DIRECTOR CORINA CHAVEZ: This is a school 5 that our recommendation, I believe, was -- let me 6 get to that.</p> <p>7 This is one of the schools that we were 8 recommending to go on a Corrective Action Plan. And 9 what I wanted to explain -- and I did to Mr. Molina 10 and the head administrator at the school, but, 11 Katie, you weren't here to hear this -- is that I 12 heard your comment this morning, Katie.</p> <p>13 And the CSD has -- you guys are in the 14 last year of your current performance framework. 15 And the language in there relative to the financial 16 audits is that you would get a Corrective Action 17 Plan from somebody at the PED.</p> <p>18 Well, that happened a number of years ago. 19 That's not happening. At one point, we transitioned 20 and we said, "Okay, every school that had audit 21 findings, send us a Corrective Action Plan."</p> <p>22 And what we found out is that schools were 23 cutting and pasting their management responses and 24 sending those to us as our CAP -- as their CAP.</p> <p>25 Then the next year that I was here, when I</p>	<p style="text-align: right;">253</p> <p>1 not uploaded to the PEC folder.</p> <p>2 MS. KATIE RARICK: Yeah. Yeah, I'm doing 3 it right now. Google shut down on me; so...</p> <p>4 MR. JAKE KOLANDER: Madam Chair, I 5 apologize. There was something I wanted to go back 6 and mention.</p> <p>7 The audit findings that we did get 8 identified were the result of -- I know we don't 9 like to go backwards, but just to give some 10 context -- we had a business office. And the audit 11 findings that were identified were some of the 12 problems we were having with said business office, 13 which was the purpose for the switch to Axiom.</p> <p>14 And so that's one of the reasons why I 15 said I have total confidence in what Axiom does. 16 Because part of what they did was take a look at the 17 audit findings that were discovered, but realizing 18 that this was coming from our prior business 19 offices, which is the intent behind the initial 20 shift that we made.</p> <p>21 THE CHAIR: Thank you. Missy, we don't 22 have any other schools that are online that wish to 23 speak, do we? Do you know if -- before we move on? 24 MS. KATIE RARICK: Can I -- Monte del Sol 25 couldn't be --</p>

254	<p>1 MS. MELISSA BROWN: Zoe Nelsen, Monte del 2 Sol. 3 MS. KATIE RARICK: -- here, but I 4 represent them too. 5 Can I -- same thing with Explore. Same 6 thing with Explore. The notes are there. 7 MS. MELISSA BROWN: So Zoe Nelsen has 8 raised their hand from Monte del Sol, as well as 9 Karen Woerner. 10 THE CHAIR: Monte del Sol. 11 MS. MELISSA BROWN: Karen Woerner from 12 Explore. 13 Karen Casedy from Explore-Las Cruces. 14 I've promoted Zoe. 15 THE CHAIR: So let's take Monte del Sol, 16 and then we can take -- 17 MS. ZOE NELSEN: Hi. This is Zoe Nelsen, 18 N-e-l-s-e-n. 19 Madam Chair, Commissioners, I want to just 20 represent Monte, as I've been here in this meeting 21 today. 22 THE CHAIR: I'm sorry. Excuse me. We're 23 having a little difficulty in really hearing you. 24 So. 25 MS. ZOE NELSEN: Okay. What I'd like --</p>	256	<p>1 meeting materials, because we didn't post these to 2 the website. They're in your Google Doc folder that 3 is the working folder. And then there's a separate 4 folder within that called "Audit Correction Reports 5 from Schools." 6 MS. JULIA BARNES: Explore 7 Academy-Las Cruces says No. 19. I can move the 8 audit correction folder to the other one. It 9 doesn't need to be -- it doesn't need to be posted. 10 Is that easier, Commissioners? 11 THE CHAIR: As long as it doesn't have to 12 be posted. 13 MS. JULIA BARNES: I'm going to move that 14 folder right now. 15 THE CHAIR: Okay. 16 MS. JULIA BARNES: I'm going to move it -- 17 now you see it. Now you don't. 18 THE CHAIR: All right. So now we have 19 Explore. 20 MS. JULIA BARNES: So we see 21 Explore-Las Cruces with the red text. Now it's in 22 the same folder that you've been in all day, says 23 "Audit Correction Reports No. 19" -- I don't know 24 why it starts with 19, but it does -- and then 25 that's Explore-Las Cruces, and her action steps are</p>
255	<p>1 is this any better? 2 THE CHAIR: Yeah. 3 MS. ZOE NELSEN: If I could toss it to 4 Katie Rarick, also, who is our business manager that 5 we made a shift to to increase our proficiency in 6 our office, business management, if she could 7 comment on our process. Thank you. 8 THE CHAIR: Thanks. So did I understand 9 that Katie also wants to speak about Monte? 10 MS. MELISSA BROWN: Yes. 11 MS. KATIE RARICK: Madam Chair and 12 Commissioners, this will be quick. It's the same 13 exact thing as with Explore. The information is on 14 the Google Drive, and I will send that to Director 15 Chavez also, so you will have that in your folder. 16 THE CHAIR: Thanks. 17 DIRECTOR CORINA CHAVEZ: Commissioners, 18 Explore-Albuquerque and Explore-Las Cruces documents 19 are in the folder that Katie just now sent me. 20 THE CHAIR: Our meeting folder? And the 21 responses to the audit findings? There's a -- 22 there's a tab for the schools' responses, which 23 is -- in Item No. 13? 24 DIRECTOR CORINA CHAVEZ: So the work -- 25 there's a whole folder that is not part of the</p>	257	<p>1 in red. 2 Let me see if I could find the other two, 3 or Corina or Brigitte, faster than me. 4 DIRECTOR CORINA CHAVEZ: What you can do 5 is see the time that it was uploaded, if you're 6 looking at a list, if you're looking at the -- 7 MS. JULIA BARNES: Yeah. Monte del Sol. 8 The other one is -- is Explore Academy-Las Cruces, 9 so it starts with an "E." And then Monte probably 10 starts with an "M." 11 DIRECTOR CORINA CHAVEZ: It's just Explore 12 Academy. 13 Missy, did you want to share-screen or -- 14 MS. MELISSA BROWN: I can share-screen, if 15 you would like. 16 MS. JULIA BARNES: Yeah. I don't see 17 Monte yet, but -- there it is. 18 MS. MELISSA BROWN: Which item number is 19 it? Or do I go to a different folder? 20 DR. BRIGETTE RUSSELL: Is this the 21 document you wanted shared? 22 MS. JULIA BARNES: The three that's -- 23 Corina just uploaded the documents we want to share. 24 These are the responses for Las Cruces in 25 red. And the decision point for Commissioners is</p>

<p style="text-align: right;">258</p> <p>1 whether you're going to do a Notice of Concern or 2 you're going to have the CSD monitor it. 3 So there's four schools that they've 4 already suggested be monitored. And the issue would 5 be whether Explore Academy, Explore-Las Cruces, and 6 Monte would be moved to that Item 14 and not issue 7 a Notice of Concern. 8 DIRECTOR CORINA CHAVEZ: So, 9 Commissioners, I just checked in. Because the 10 submission was late, the team that reviewed the 11 audits did not review this. 12 So I apologize to the Commissioners. I 13 apologize to the school that they were not looking 14 at what was submitted. It was submitted past the 15 date that we had asked. 16 And I wish I had a better reason. But I 17 think we can take a look at this. And if you wish 18 to ask Ms. Seeley, or if you want to talk about it 19 with the school, I do feel like this is a more 20 detailed -- Ms. Rarick actually did two submissions. 21 I don't know if it's true for each school. But she 22 submitted something, and then we did a couple of 23 e-mail exchanges back, and I think when she got back 24 from vacation, she submitted more things. 25 So this is the final analysis, or report,</p>	<p style="text-align: right;">260</p> <p>1 contract July 1. So this would be a Corrective 2 Action Plan from today through June 30? 3 DIRECTOR CORINA CHAVEZ: I think that the 4 time frame for the financial Correction Action Plans 5 are from now and the time when the next Corrective 6 Action -- or when the next audit is released. 7 MS. JULIA BARNES: I hadn't thought about 8 whether you can roll over the contracts -- go ahead. 9 I just need to -- 10 THE CHAIR: Okay. Okay. Okay. While 11 Julia is thinking about this, can we -- can we hear 12 from the folks that want to speak? 13 MS. MELISSA BROWN: Zoe, you have your 14 hand raised? 15 MS. ZOE NELSEN: No, I -- no longer. 16 THE CHAIR: Okay. Karen Woerner, you have 17 your hand raised. You know that we do have -- as 18 you know now, Ms. Casedy is here now as the new head 19 administrator, Explore Academy-Las Cruces. 20 We also have the board chair, Clara Raley, 21 who may be online. She may be online as well. 22 I wanted to acknowledge them for the 23 Commission, and then Ms. Casedy joined. I'm going 24 to step out. That's all I wanted to say. Thank 25 you.</p>
<p style="text-align: right;">259</p> <p>1 sent by the school. 2 THE CHAIR: I'm just reading. 3 SECRETARY BECK: I looked at it. I'm good 4 with them joining those four other schools, for 5 sure. I'm good with that. 6 THE CHAIR: We're actually looking at Item 7 No. 14 in terms of the actions that are going to be 8 taken. So at this point in time, check that the 9 motion is correct. 10 DIRECTOR CORINA CHAVEZ: So, 11 Commissioners, just real quickly, so you're on 12 Explore-Las Cruces. Explore-Las Cruces had a total 13 of six findings. Three of them were repeat 14 findings. And there was a material weakness. 15 And Explore-Las Cruces, I believe that 16 there was -- there was no information about 17 Explore-Las Cruces' foundation, because they don't 18 really have a foundation. So there's no additional 19 findings related to the foundation, obviously. 20 SECRETARY BECK: You ready to rock? 21 THE CHAIR: Sure. Because I think I 22 wanted to ask Betty some questions just for -- is 23 that what you -- 24 MS. JULIA BARNES: I just had a quick 25 question for CSD. So Raices is entering into a new</p>	<p style="text-align: right;">261</p> <p>1 MS. MELISSA BROWN: Ms. Casedy? 2 MS. KAREN CASEDY: Thank you, Madam Chair 3 and Commissioners, for just letting me say a few 4 words. I won't be too long, as I think -- I just 5 want to reiterate lot of what you heard from 6 Mr. Kolander with Explore Academy-Albuquerque. 7 We also were going through a change in our 8 business manager and the system that we use. And we 9 are now with Axiom Analytics, and Katie Rarick, as 10 you know, is our business manager. 11 And I'm very confident in what she is 12 doing in Axiom Analytics, and I am confident that 13 the findings will be resolved through this new 14 school business official. 15 Thank you. 16 THE CHAIR: Thank you. 17 MS. JULIA BARNES: Commissioners, I guess 18 I don't know quite how legally you would roll over a 19 Corrective Action Plan into a new contract. 20 I think you could sunset it at the end of 21 June. And then, if needed, CSD could come forward 22 again for Raices -- this is what I'm talking 23 about -- and they could renew it again in July, if 24 they felt like the Corrective Action Plan needed -- 25 but it's -- I just don't see quite how we would have</p>

<p style="text-align: right;">262</p> <p>1 that Corrective Action Plan.</p> <p>2 It wasn't -- it wasn't discussed as part</p> <p>3 of the negotiations. You're going to approve that</p> <p>4 contract right now. I guess you could add it and</p> <p>5 send it back to Raíces, but I don't know. Or you</p> <p>6 could just have CSD monitor it. I'm going to add it</p> <p>7 up above, and you guys can delete it.</p> <p>8 THE CHAIR: Are you going to put on --</p> <p>9 okay. Got you. Okay.</p> <p>10 MS. JULIA BARNES: CSD can always come</p> <p>11 back in July, if they need to --</p> <p>12 THE CHAIR: So I'm trying to -- there was</p> <p>13 a comment that was made about -- I'm going to say --</p> <p>14 is it Explore-Las Cruces that they had a material</p> <p>15 term and that was your concern? That they had a</p> <p>16 material term -- material finding?</p> <p>17 DIRECTOR CORINA CHAVEZ: Explore-Las</p> <p>18 Cruces had a total of six findings. Two were</p> <p>19 significant deficiencies, and three were repeat</p> <p>20 audit findings. One was a material weakness.</p> <p>21 THE CHAIR: So I think I'd appreciate</p> <p>22 Betty's input at this point in time, just get a</p> <p>23 little clarity on this to see whether it should</p> <p>24 be -- yeah. It's a Las Cruces school, yeah. So</p> <p>25 Betty?</p>	<p style="text-align: right;">264</p> <p>1 I struggle a little bit with the level of reporting</p> <p>2 that then ends up having to take place when you do a</p> <p>3 Corrective Action Plan a lot.</p> <p>4 So I'm trying to figure out how we can do</p> <p>5 this, because a Corrective Action Plan is a</p> <p>6 significant step up. I mean, none of this should be</p> <p>7 taken lightly, but I'm just trying to figure out is</p> <p>8 there a way that we can get information without -- I</p> <p>9 agree. There are some schools that need to be on a</p> <p>10 Corrective Action Plan. They do.</p> <p>11 But I am just trying to -- and I fully</p> <p>12 understand what material terms are and significant</p> <p>13 findings need to be addressed. I'm wondering if --</p> <p>14 it looks like it's mostly been done. It's tough to</p> <p>15 do it through a report from the site visits because</p> <p>16 the site visits are, by and large, done for this</p> <p>17 year.</p> <p>18 DIRECTOR CORINA CHAVEZ: Chair Gipson, if</p> <p>19 we look at the analysis and why the school was</p> <p>20 recommended for a CAP, we could go through school by</p> <p>21 school.</p> <p>22 THE CHAIR: We don't need to do that.</p> <p>23 DIRECTOR CORINA CHAVEZ: I think that</p> <p>24 there's -- part of the reasons why some of the</p> <p>25 schools were recommended for a CAP was that we</p>
<p style="text-align: right;">263</p> <p>1 (Off-mic discussions.)</p> <p>2 (Reporter reminds.)</p> <p>3 MS. MELISSA BROWN: They're inviting Betty</p> <p>4 Seeley up to the dais.</p> <p>5</p> <p>6 MS. BETTY SEELEY: Some of the concerns</p> <p>7 that I personally have with these audits -- sorry --</p> <p>8 is that material weaknesses and the significant</p> <p>9 deficiencies, those should not be taken lightly.</p> <p>10 And for me, if the school gets even one of</p> <p>11 those, along with repeat findings, even if they're</p> <p>12 just other matters, the school should -- should be</p> <p>13 monitored to make sure that these weaknesses and</p> <p>14 these deficiencies are taken care of.</p> <p>15 Sometimes a repeat finding is -- the</p> <p>16 problem with that is by the time you get the</p> <p>17 finding, if you're doing something wrong, you're</p> <p>18 continuing to do it in the new year.</p> <p>19 If you can clear it by the end of the</p> <p>20 second year, then that's not an issue. But when</p> <p>21 you're doing something extremely incorrectly that</p> <p>22 it -- that it becomes a significant deficiency or a</p> <p>23 material weakness, that is something to be taken,</p> <p>24 just, very seriously.</p> <p>25 THE CHAIR: And I truly appreciate that.</p>	<p style="text-align: right;">265</p> <p>1 didn't have all of the information. And there's</p> <p>2 some schools that -- for example, if you had a</p> <p>3 disqualified audit, or if you had a disclaimed</p> <p>4 audit.</p> <p>5 THE CHAIR: I got that. And I have no</p> <p>6 problem with some schools being on the CAP. I have</p> <p>7 no problem. But I think I'm more comfortable with</p> <p>8 the bigger list up above.</p> <p>9 Okay. I really appreciate your help,</p> <p>10 Betty. Okay.</p> <p>11 Are we ready? Okay.</p> <p>12 So I move that the following schools</p> <p>13 continue to work to improve their financial</p> <p>14 performance and correct audit findings identified in</p> <p>15 the FY2023 charter school audits without the PEC</p> <p>16 taking action under the Intervention Ladder.</p> <p>17 A. Albuquerque Sign Language Academy.</p> <p>18 B. Explore Academy.</p> <p>19 C. Explore Academy-Las Cruces.</p> <p>20 D. J. Paul Taylor Academy.</p> <p>21 E. Las Montañas Charter High School.</p> <p>22 F. Monte del Sol Charter School.</p> <p>23 G. The MASTERS Program.</p> <p>24 H. Raíces del Saber Xinachtli Community</p> <p>25 School.</p>

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267	<p>1 that the school provide a Corrective Action Plan to 2 correct the audit findings by May 10th for 3 consideration and approval by the PEC at its 4 May meeting. 5 The Corrective Action Plan must identify 6 who is going to take what action by specific dates 7 to improve the financial performance. 8 COMMISSIONER TAYLOR: Second. 9 THE CHAIR: There's a motion by 10 Commissioner Gipson and a second by Commissioner 11 Taylor. 12 Commissioner Beck. 13 SECRETARY BECK: Commissioner 14 Clahchischilliage. 15 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 16 SECRETARY BECK: Commissioner Ingham. 17 COMMISSIONER INGHAM: Yes. 18 SECRETARY BECK: Commissioner Brauer. 19 COMMISSIONER BRAUER: Yes. 20 SECRETARY BECK: Commissioner Taylor. 21 COMMISSIONER TAYLOR: Yes. 22 SECRETARY BECK: Vice Chair Carrillo. 23 VICE CHAIR CARRILLO: Yes. 24 SECRETARY BECK: Chair Gipson. 25 COMMISSIONER GIPSON: Yes.</p>	269	<p>1 VICE CHAIR CARRILLO: Yes. 2 SECRETARY BECK: Commissioner Ingham. 3 COMMISSIONER INGHAM: Yes. 4 SECRETARY BECK: Commissioner 5 Clahchischilliage. 6 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 7 SECRETARY BECK: Commissioner Taylor. 8 COMMISSIONER TAYLOR: Yes. 9 SECRETARY BECK: Commissioner Brauer. 10 COMMISSIONER BRAUER: Yes. 11 SECRETARY BECK: Chair Gipson. 12 COMMISSIONER GIPSON: Yes. 13 SECRETARY BECK: And Secretary Beck, yes. 14 There are seven votes for, zero votes against. The 15 motion passes. 16 THE CHAIR: Thank you. 17 Item No. 16, the schools did not get their 18 documents all in on time. So we are moving them to 19 the May meeting. 20 VICE CHAIR CARRILLO: My only question 21 would be why not, Lord knows? And then what's to 22 say -- what are they doing differently to make sure 23 they have everything ready for May? Because we're 24 just kicking the can. 25 MS. MELISSA BROWN: I believe I'm</p>

<p style="text-align: right;">270</p> <p>1 addressing this.</p> <p>2 So why not? Because I did not support</p> <p>3 them in the way that they needed to be supported.</p> <p>4 I have a table --</p> <p>5 VICE CHAIR CARRILLO: Hold on a second. I</p> <p>6 just heard him say -- I don't believe that, either.</p> <p>7 Never say those things out loud.</p> <p>8 MS. MELISSA BROWN: I dropped the ball on</p> <p>9 the board of finance stuff. I thought that I had</p> <p>10 it -- because I had it for all of the</p> <p>11 State-authorized schools. And then I neglected to</p> <p>12 follow up with the District-authorized schools.</p> <p>13 I've created this table. We're almost</p> <p>14 there. We're achingly close with Dream Diné.</p> <p>15 There's just two documents we need from one member.</p> <p>16 And we're moderately close with San Diego</p> <p>17 Riverside. They have not been able to get any of</p> <p>18 their affidavits notarized. Most of them have</p> <p>19 signed their assurances, and a few of them have</p> <p>20 signed their statements to consult.</p> <p>21 So I have expressed to them the urgency</p> <p>22 and will do whatever it takes to get them across the</p> <p>23 line for your next meeting.</p> <p>24 VICE CHAIR CARRILLO: Thank you.</p> <p>25 THE CHAIR: Thank you. Sure.</p>	<p style="text-align: right;">272</p> <p>1 So that alleviated a concern that I had</p> <p>2 that, you know, one school was asking to be</p> <p>3 different from all other schools.</p> <p>4 So we put -- we put them first to talk</p> <p>5 about that. But I feel like you talked about it</p> <p>6 yesterday. So I think -- I think any concern that I</p> <p>7 had about consistency or difficulty for CSD is kind</p> <p>8 of alleviated, 'cause you're going to look at the</p> <p>9 whole template.</p> <p>10 But I wanted to raise that.</p> <p>11 And then, Vice Chair Carrillo, I can</p> <p>12 either do it -- the Vice Chair typically walks</p> <p>13 through each school after that. But I can do it if</p> <p>14 you want me to.</p> <p>15 VICE CHAIR CARRILLO: We're going to have</p> <p>16 to do like 23 of these next year; right?</p> <p>17 THE CHAIR: (Off-mic comment.)</p> <p>18 VICE CHAIR CARRILLO: So, I mean, I'm</p> <p>19 reading the motion for Explore. And -- but I'm</p> <p>20 not -- everything after the "or" is not germane;</p> <p>21 correct?</p> <p>22 THE CHAIR: (Indicates.)</p> <p>23 VICE CHAIR CARRILLO: Okay. Thank you.</p> <p>24 I move that the Public Education</p> <p>25 Commission approve the Charter Contract and</p>
<p style="text-align: right;">271</p> <p>1 MS. JULIA BARNES: On Item 17, I just want</p> <p>2 to start the conversation, because Vice Chair</p> <p>3 Carrillo is going to take it from here.</p> <p>4 But I wanted to mention one thing about</p> <p>5 Explore Academy -- or if I can do it, but -- Explore</p> <p>6 Academy. Let me start.</p> <p>7 Yesterday we had a long conversation about</p> <p>8 that mission-specific template that we're going to</p> <p>9 add a page that puts more of the RBA information in</p> <p>10 it.</p> <p>11 And Explore Academy has voted on a</p> <p>12 slightly revised version of the mission-specific</p> <p>13 template. They're still wanting to provide the same</p> <p>14 information. But they want to provide the optional</p> <p>15 information, which is how each of their grades are</p> <p>16 doing on the mission-specific goal. They want to</p> <p>17 put that on a separate page, just to have the</p> <p>18 scoring there.</p> <p>19 My -- my initial concern, which was kind</p> <p>20 of put to bed yesterday, I think you're going to get</p> <p>21 that whole document. You're going to get the RBA;</p> <p>22 you're going to get the first page; you're going to</p> <p>23 get -- so -- and particularly when we have charter</p> <p>24 authorizing software, I think that document will</p> <p>25 just be uploaded.</p>	<p style="text-align: right;">273</p> <p>1 Exhibits, including the Performance Framework for</p> <p>2 Explore Academy, identified in Agenda Item 17, for</p> <p>3 the 2024-2029 charter term, and that the proposed</p> <p>4 changes to the mission template form proposed by</p> <p>5 Explore Academy be accepted.</p> <p>6 I further move that the Charter Contract</p> <p>7 with the referenced attachments be signed by the</p> <p>8 Chair, and the completed documents be sent to the</p> <p>9 school's governing board president for signature and</p> <p>10 then posted on the PEC website.</p> <p>11 THE CHAIR: Second.</p> <p>12 There's a motion by Commissioner Carrillo</p> <p>13 and a second by Commissioner Gipson.</p> <p>14 The only thing I want to say -- so I don't</p> <p>15 say it for every school -- I just want to thank all</p> <p>16 the schools that, you know, came to the contract</p> <p>17 negotiations with us, got all these documents ready,</p> <p>18 because this was the first year that we're doing the</p> <p>19 Performance Framework.</p> <p>20 So it was -- it was always -- you know,</p> <p>21 there -- it was wheels in motion all the time. And</p> <p>22 thanks for the grace in terms of dealing with</p> <p>23 changes in the templates that took place during that</p> <p>24 time.</p> <p>25 It was -- it was a big learning curve for</p>

274	<p>1 all of us to do these. And, you know, thank you to 2 Commissioner Carrillo for all of these, for stepping 3 in and leading this, that this was -- it was a lot 4 of work. So...</p> <p>5 VICE CHAIR CARRILLO: I couldn't do it 6 without you guys. Are you kidding me? Julia had to 7 outline that thing in yellow so I knew what to read. 8 All right. Thank you. 9 I have a question about that, actually. 10 Changed documents. Does that apply? Am I doing 11 that for Explore? Okay. I didn't think so. Okay. 12 Oh, that's right. Secretary. 13 SECRETARY BECK: Vice Chair Carrillo. 14 VICE CHAIR CARRILLO: Yes. 15 SECRETARY BECK: Commissioner Ingham. 16 COMMISSIONER INGHAM: Yes. 17 SECRETARY BECK: Commissioner 18 Clahchischilliage. 19 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 20 SECRETARY BECK: Commissioner Brauer. 21 COMMISSIONER BRAUER: Yes. 22 SECRETARY BECK: Commissioner Taylor. 23 COMMISSIONER TAYLOR: Yes. 24 SECRETARY BECK: Chair Gipson. 25 COMMISSIONER GIPSON: Yes.</p>	276	<p>1 Clahchischilliage. 2 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 3 SECRETARY BECK: Commissioner Ingham. 4 COMMISSIONER INGHAM: Yes. 5 SECRETARY BECK: Chair Gipson. 6 THE CHAIR: Yes. 7 SECRETARY BECK: Vice Chair Carrillo. 8 VICE CHAIR CARRILLO: Yes. 9 SECRETARY BECK: Secretary Beck, yes. 10 There are seven votes for, zero votes against. The 11 motion passes. 12 VICE CHAIR CARRILLO: Next, we are on to 13 Middle College. 14 MS. JULIA BARNES: I just had one thing to 15 highlight for you-all. 16 Middle College has long reported out as a 17 mission goal how students did in their school after 18 they left them. We -- we had a long conversation 19 with them that that is an important part of their 20 educational plan. So it got moved to their 21 educational plan, but it didn't feel appropriate to 22 score them on students that were no longer in their 23 school. 24 So they are still required to do it. They 25 are still fully committed to doing it. It's just</p>
275	<p>1 SECRETARY BECK: And Secretary Beck, yes. 2 There are seven votes for, zero votes 3 against. The motion passes. 4 VICE CHAIR CARRILLO: Terrific. So we're 5 on next to Aviation Academy. 6 No yellow this time? Green? Okay. 7 I move that the Public Education 8 Commission approve the Charter Contract and 9 Exhibits, including the Performance Framework, for 10 Aviation Academy, identified in Agenda Item 17, for 11 the 2024-2029 charter term. I further move that the 12 Charter Contract with the referenced attachments be 13 signed by the Chair and the completed documents be 14 sent to the school's governing board president for 15 signature and then posted on the PEC website. 16 THE CHAIR: Second. 17 There's a motion by Commissioner Carrillo, 18 a second by Commissioner Gipson. 19 Any discussion? 20 (No response.) 21 SECRETARY BECK: Commissioner Taylor. 22 COMMISSIONER TAYLOR: Yes. 23 SECRETARY BECK: Commissioner Brauer. 24 COMMISSIONER BRAUER: Yes. 25 SECRETARY BECK: Commissioner</p>	277	<p>1 not one of their goals. 2 VICE CHAIR CARRILLO: Great. 3 On that note, I want to commend them for 4 even doing that. It takes a lot of effort, but it 5 just -- it really shows them where their successes 6 are in their community. 7 So on to Middle College. 8 I move that the Public Education 9 Commission approve the Charter Contract and 10 Exhibits, including Performance Framework, for 11 Middle College, identified in Agenda Item 17, for 12 the 2024-2029 charter term. 13 I further move that the Charter Contract 14 with the referenced attachments be signed by the 15 Chair and the completed documents be sent to the 16 school's governing board president for signature and 17 then posted on the PEC website. 18 COMMISSIONER TAYLOR: Second. 19 THE CHAIR: Motion by Commissioner 20 Carrillo and a second by Commissioner Taylor. 21 SECRETARY BECK: Commissioner Ingham. 22 COMMISSIONER INGHAM: Yes. 23 SECRETARY BECK: Commissioner 24 Clahchischilliage. 25 COMMISSIONER CLAHCHISCHILLIAGE: Yes.</p>

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1 SECRETARY BECK: Commissioner Brauer.
 2 COMMISSIONER BRAUER: Yes.
 3 SECRETARY BECK: Commissioner Taylor.
 4 COMMISSIONER TAYLOR: Yes.
 5 SECRETARY BECK: Chair Gipson.
 6 COMMISSIONER GIPSON: Yes.
 7 SECRETARY BECK: Vice Chair Carrillo.
 8 VICE CHAIR CARRILLO: Yes.
 9 SECRETARY BECK: Secretary Beck, yes.
 10 There are seven votes for, zero votes against. The
 11 motion passes.
 12 VICE CHAIR CARRILLO: Next we have
 13 New Mexico School for the Arts.
 14 And it's funny. In going through this,
 15 just all of the labor that went into all of this
 16 from January till today, you know, it's remarkable.
 17 Okay. New Mexico School for the Arts. I
 18 move that the Public Education Commission approve
 19 the Charter Contract and Exhibits, including the
 20 Performance Framework, for New Mexico School for the
 21 Arts, identified in Agenda Item 17, for the
 22 2024-2029 charter term.
 23 I further move that the Charter Contract
 24 with the referenced attachments be signed by the
 25 Chair and the completed documents be sent to the

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1 school's governing board president for signature and
 2 then posted on the PEC website.
 3 COMMISSIONER INGHAM: Second.
 4 THE CHAIR: A motion by Commissioner
 5 Carrillo and a second by Commissioner Ingham.
 6 SECRETARY BECK: Commissioner Brauer.
 7 COMMISSIONER BRAUER: Yes.
 8 SECRETARY BECK: Commissioner
 9 Clahchischilliage.
 10 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 11 SECRETARY BECK: Commissioner Ingham.
 12 COMMISSIONER INGHAM: Yes.
 13 SECRETARY BECK: Chair Gipson.
 14 COMMISSIONER GIPSON: Yes.
 15 SECRETARY BECK: Vice Chair Carrillo.
 16 VICE CHAIR CARRILLO: Yes.
 17 SECRETARY BECK: Commissioner Taylor.
 18 COMMISSIONER TAYLOR: Yes.
 19 SECRETARY BECK: Secretary Beck, yes.
 20 There are seven votes for, zero votes against. The
 21 motion passes.
 22 VICE CHAIR CARRILLO: Next up, Raíces
 23 del Saber Xinachtli Community School.
 24 I move that the Public Education
 25 Commission approve the Charter Contract and

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1 Exhibits, including the Performance Framework, for
 2 Raíces del Saber Xinachtli Community school,
 3 identified in Agenda Item 17, for the 2024-2029
 4 charter term.
 5 I further move that the Charter Contract
 6 with the referenced attachments be signed by the
 7 Chair and the completed documents be sent to the
 8 school's governing board president for signature and
 9 then posted on the PEC website.
 10 COMMISSIONER TAYLOR: Second.
 11 SECRETARY BECK: Commissioner
 12 Clahchischilliage.
 13 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 14 SECRETARY BECK: Commissioner Ingham.
 15 COMMISSIONER INGHAM: Yes.
 16 SECRETARY BECK: Commissioner Brauer.
 17 COMMISSIONER BRAUER: Yes.
 18 SECRETARY BECK: Commissioner Taylor.
 19 COMMISSIONER TAYLOR: Yes.
 20 SECRETARY BECK: Chair Gipson.
 21 COMMISSIONER GIPSON: Yes.
 22 SECRETARY BECK: Vice Chair Carrillo.
 23 VICE CHAIR CARRILLO: Yes.
 24 SECRETARY BECK: Secretary Beck, yes.
 25 There are seven votes for, zero votes against. The

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1 motion passes.
 2 COMMISSIONER GIPSON: I'm sorry?
 3 MS. JULIA BARNES: I wanted to flag on
 4 Solare Collegiate that they were invited and took up
 5 the PEC to both expand their cap -- I thought there
 6 were two things -- the cap and grade levels. And so
 7 that is in the new charter. It would be effective
 8 as of July 1. But I just wanted to flag that for
 9 you-all.
 10 VICE CHAIR CARRILLO: Perfect. Thank you.
 11 So Solare Collegiate Charter, I move that
 12 the Public Education Commission approve the Charter
 13 Contract and Exhibits, including Performance
 14 Framework, for Solare Collegiate Charter School,
 15 identified in Agenda Item 17, for the 2024-2029
 16 charter term.
 17 I further move that the Charter Contract
 18 with the referenced attachments be signed by the
 19 Chair and the completed documents be sent to the
 20 school's governing board president for signature and
 21 then posted on the PEC website.
 22 COMMISSIONER INGHAM: Second.
 23 THE CHAIR: So there was a motion by
 24 Commissioner Carrillo -- and I think it was
 25 Commissioner Brauer that --

282	<p>1 COMMISSIONER BRAUER: Commissioner Ingham. 2 He beat me to it. 3 SECRETARY BECK: Commissioner Brauer. 4 COMMISSIONER BRAUER: Yes. 5 SECRETARY BECK: Commissioner Taylor. 6 COMMISSIONER TAYLOR: Yes. 7 SECRETARY BECK: Commissioner Gipson. 8 THE CHAIR: Yes. 9 SECRETARY BECK: Vice Chair Carrillo. 10 VICE CHAIR CARRILLO: Yes. 11 SECRETARY BECK: Commissioner Ingham. 12 COMMISSIONER INGHAM: Yes. 13 SECRETARY BECK: Commissioner 14 Clahchischilliage. 15 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 16 SECRETARY BECK: Secretary Beck, yes. 17 There are seven votes for, zero votes against. 18 MS. JULIA BARNES: No. We're skipping 19 San Diego River-- I think we're skipping San Diego 20 Riverside, because they can't be a board of -- they 21 have to be a Board of Finance first. 22 VICE CHAIR CARRILLO: Why do we -- do have 23 SODA on the agenda? 24 MS. JULIA BARNES: I'm sorry. Let me -- I 25 skipped them. Let me not skip them.</p>	284	<p>1 school's governing board president for signature and 2 then posted on the PEC website. 3 COMMISSIONER TAYLOR: Second. 4 THE CHAIR: There's a motion by 5 Commissioner Carrillo and a second by Commissioner 6 Taylor. 7 SECRETARY BECK: Commissioner Taylor. 8 COMMISSIONER TAYLOR: Yes. 9 SECRETARY BECK: Commissioner Brauer. 10 COMMISSIONER BRAUER: Yes. 11 SECRETARY BECK: Commissioner 12 Clahchischilliage. 13 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 14 SECRETARY BECK: Commissioner Ingham. 15 COMMISSIONER INGHAM: Yes. 16 SECRETARY BECK: Vice Chair Carrillo. 17 VICE CHAIR CARRILLO: Yes. 18 SECRETARY BECK: Chair Gipson. 19 COMMISSIONER GIPSON: Yes. 20 SECRETARY BECK: Secretary Beck, yes. 21 There are seven votes for, zero votes 22 against. The motion passes. 23 THE CHAIR: Terrific. 24 COMMISSIONER CARRILLO: Next, we're on to 25 School of Dreams Academy, effectively --</p>
283	<p>1 VICE CHAIR CARRILLO: I'll go on, and you 2 can put -- 3 MS. JULIA BARNES: Yeah. Let me make one 4 comment on Southwest Preparatory Learning Center. 5 They have a new name. Thank you for finding SODA so 6 we didn't skip them. 7 They have a new name that would start 8 July 1. As you know, the next school did an 9 amendment today, because they needed it today. We 10 are understanding that Southwest Preparatory does 11 not need their new name to start until July 1. So 12 they don't need to come -- and a change in their 13 mission. They don't need to come forward again, if 14 that's true. 15 VICE CHAIR CARRILLO: Okay. For Southwest 16 Preparatory Learning Center. Also, it'll be the 17 Renaissance Academy Charter School. 18 I move that the Public Education 19 Commission approve the Charter Contract and 20 Exhibits, including the Performance Framework, for 21 Southwest Preparatory Learning Center, identified in 22 Agenda Item 17, for the 2024-2029 charter term. 23 I further move that the Charter Contract 24 with the referenced attachments be signed by the 25 Chair and the completed documents be sent to the</p>	285	<p>1 affectionately known as "SODA." 2 I move that the Public Education 3 Commission approve the Charter Contract and 4 Exhibits, including the Performance Framework, for 5 the School of Dreams Academy, identified in Agenda 6 Item 17, for the 2024-2029 charter term. 7 I further move that the Charter Contract 8 with the referenced attachments be signed by the 9 Chair and the completed documents be sent to the 10 school's governing board president for signature and 11 then posted on the PEC website. 12 COMMISSIONER INGHAM: Second. 13 THE CHAIR: There's a motion by 14 Commissioner Carrillo and a second by Commissioner 15 Ingham. 16 SECRETARY BECK: Commissioner 17 Clahchischilliage. 18 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 19 SECRETARY BECK: Commissioner Ingham. 20 COMMISSIONER INGHAM: Yes. 21 SECRETARY BECK: Chair Gipson. 22 COMMISSIONER GIPSON: Yes. 23 SECRETARY BECK: Vice Chair Carrillo. 24 VICE CHAIR CARRILLO: Yes. 25 SECRETARY BECK: Commissioner Taylor.</p>

286	<p>1 COMMISSIONER TAYLOR: Yes. 2 SECRETARY BECK: Commissioner Brauer. 3 COMMISSIONER BRAUER: Yes. 4 SECRETARY BECK: Secretary Beck, yes. 5 There are seven votes for, zero votes 6 against. The motion passes. 7 VICE CHAIR CARRILLO: All-righty. Next 8 up, we have the Southwest Secondary Learning Center 9 now known as Northpoint Charter School. 10 For those paying attention, no, that's not 11 a housing complex; it's a charter school. 12 If you're listening, I'm going to be in so 13 much trouble. 14 I move that the Public Education 15 Commission approve the Charter Contract and 16 Exhibits, including the Performance Framework, for 17 Southwest Secondary Learning Center, now known as 18 Northpoint Charter School, identified in Agenda Item 19 17, for the 2024-2029 charter term. 20 I further move that the Charter Contract 21 with the referenced attachments be signed by the 22 Chair and completed documents be sent to the 23 school's governing board president for signature and 24 then posted on the PEC website. 25 COMMISSIONER TAYLOR: Second.</p>	288	<p>1 the 2024-2029 charter term. 2 I further move that the Charter Contract 3 with the referenced attachments be signed by the 4 Chair and the completed documents be sent to the 5 school's governing board president for signature and 6 then posted on the PEC website. 7 COMMISSIONER INGHAM: Second. 8 THE CHAIR: There's a motion by 9 Commissioner Carrillo and a second by Commissioner 10 Ingham. 11 SECRETARY BECK: Commissioner Taylor. 12 COMMISSIONER TAYLOR: Yes. 13 SECRETARY BECK: Commissioner Brauer. 14 COMMISSIONER BRAUER: Yes. 15 SECRETARY BECK: Commissioner 16 Clahchischilliage. 17 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 18 SECRETARY BECK: Commissioner Ingham. 19 COMMISSIONER INGHAM: Yes. 20 SECRETARY BECK: Chair Gipson. 21 THE CHAIR: Yes. 22 SECRETARY BECK: Secretary Beck, yes. And 23 last, but not least, for all the work that he did, 24 Vice Chair Carrillo. 25 VICE CHAIR CARRILLO: Yes.</p>
287	<p>1 THE CHAIR: There's a motion by 2 Commissioner Carrillo and a second by Commissioner 3 Taylor. 4 SECRETARY BECK: Commissioner Gipson. 5 THE CHAIR: Yes. 6 SECRETARY BECK: Vice Chair Carrillo. 7 VICE CHAIR CARRILLO: Yes. 8 SECRETARY BECK: Commissioner Ingham. 9 COMMISSIONER INGHAM: Yes. 10 SECRETARY BECK: Commissioner 11 Clahchischilliage. 12 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 13 SECRETARY BECK: Commissioner Brauer. 14 COMMISSIONER BRAUER: Yes. 15 SECRETARY BECK: Commissioner Taylor. 16 COMMISSIONER TAYLOR: Yes. 17 SECRETARY BECK: Secretary Beck, yes. 18 There are seven votes for, zero votes 19 against. The motion passes. 20 VICE CHAIR CARRILLO: And next, and, 21 finally, Taos Academy. 22 I move that the Public Education 23 Commission approve the Charter Contract and 24 Exhibits, including the Performance Framework, for 25 the Taos Academy, identified in Agenda Item 17, for</p>	289	<p>1 SECRETARY BECK: There are seven votes 2 for, zero votes against. The motion passes. 3 VICE CHAIR CARRILLO: And before we move 4 on to what's next, for all the work that everybody 5 did, and for all of these schools, congratulations. 6 And we just look forward to the next five years for 7 all of your schools. 8 THE CHAIR: So I just want -- for the 9 record, I apparently received a number of e-mails 10 during the meeting that were evidently sent to me 11 asking for it to be -- for them to be put on the 12 record in support of Dr. Amador. 13 We do not accept -- I want it on the 14 record that we do not accept written comment to be 15 included in our record. So I will simply respond to 16 those e-mails with that comment, that, you know, we 17 do not accept for public record. You have to 18 provide that comment -- 19 VICE CHAIR CARRILLO: Well in advance. 20 THE CHAIR: -- at the meeting. Yes. 21 Thank you. 22 VICE CHAIR CARRILLO: Thanks for letting 23 us know that. 24 THE CHAIR: We are on to Item No. 18, 25 Discussion and Possible Action to Authorize the PEC</p>

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1 Negotiation Team for Cesar Chavez Community School
 2 to Negotiate Any Item in the Academic Performance
 3 Framework as Part of an Option 3 Performance
 4 Framework.
 5 And we -- when we were talking about the
 6 performance framework yesterday, we talked about
 7 this. And there are now six templates --
 8 correct? -- that hopefully will be -- or
 9 anticipate -- we ask for them to be done as of
 10 May 1st, so that we can finalize the negotiations
 11 with the school.
 12 Those templates were challenging for a
 13 variety of reasons. This is the first school
 14 that -- first time we're using Option 3. And the
 15 school took a somewhat different take on it. We've
 16 made those changes in the Performance Framework and
 17 we need the templates so that we can successfully
 18 complete the negotiations. Sure.
 19 MS. JULIA BARNES: So the reason I also
 20 wanted you to take a vote on this is because, while
 21 you discussed yesterday expanding what can be
 22 discussed under Option 3, that isn't finalized yet.
 23 So I wanted the negotiating team to know
 24 that they have the authority to work within the
 25 academic framework and maybe make some changes that

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1 are proposed by that school, in addition to getting
 2 those templates completed.
 3 I wanted the negotiating team to know they
 4 had the authority from the Commission.
 5 VICE CHAIR CARRILLO: On that, I know
 6 we'll do this probably on a Zoom call coming up, and
 7 this should be ready again for contract approval for
 8 May -- correct? -- notwithstanding any challenges
 9 otherwise.
 10 Okay. Swell.
 11 In that case, regarding Cesar Chavez
 12 Community School -- excuse me.
 13 I move that the negotiating team -- that
 14 the negotiating team negotiating the Cesar Chavez
 15 Community School contract be authorized to negotiate
 16 and propose alternative provisions to the Academic
 17 Framework, as a whole, since the school is proposing
 18 to use Option 3 of the Academic Framework, with
 19 templates completed by May 1st, 2024.
 20 COMMISSIONER BRAUER: Second.
 21 THE CHAIR: There's a motion by
 22 Commissioner Carrillo and a second by Commissioner
 23 Ingham? Brauer. Sorry. Sorry.
 24 SECRETARY BECK: Commissioner Brauer.
 25 COMMISSIONER BRAUER: Yes.

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1 SECRETARY BECK: Commissioner Taylor.
 2 COMMISSIONER TAYLOR: Yes.
 3 SECRETARY BECK: Commissioner
 4 Clahchischilliage.
 5 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 6 SECRETARY BECK: Commissioner Ingham.
 7 COMMISSIONER INGHAM: Yes.
 8 SECRETARY BECK: Vice Chair Carrillo.
 9 VICE CHAIR CARRILLO: Yes.
 10 SECRETARY BECK: Chair Gipson.
 11 THE CHAIR: Yes.
 12 SECRETARY BECK: Secretary Beck, yes.
 13 There are seven votes for, zero votes
 14 against. The motion passes.
 15 THE CHAIR: Item No. 19, Discussion and
 16 Possible Action on the Newly Adopted PEC rule on
 17 Accreditation and School Calendar.
 18 We had the discussion yesterday. There's
 19 really nothing that the PEC can do. And we had
 20 folks from Policy come and explain the exemption and
 21 the very limited waiver; it's really for an
 22 emergency. And within our authorizing authority, we
 23 play no role in those two, so there's no action to
 24 be taken at this time.
 25 Item No. 20, Discussion and Possible

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1 Action to Adopt PEC Mission and Vision Statements.
 2 VICE CHAIR CARRILLO: So the only thing I
 3 would suggest we do is we read all that stuff into
 4 the record that we've been working on, even though
 5 we did read the mission statement eight hours ago --
 6 a while ago.
 7 THE CHAIR: So you would like the motion
 8 to include the wording of both?
 9 VICE CHAIR CARRILLO: No. Just before the
 10 motion is made, just so it's clear what we're voting
 11 on, that we're voting on adopting the Mission and
 12 Vision, and for anybody watching, well, what is the
 13 mission and vision.
 14 THE CHAIR: Why wouldn't it be in the
 15 motion?
 16 VICE CHAIR CARRILLO: The Mission and
 17 Vision is not.
 18 THE CHAIR: In the motion, I would say, "I
 19 move that the Public Education Commission adopt the
 20 Mission and Vision Statement."
 21 VICE CHAIR CARRILLO: And read it then.
 22 We can do it then. That means I have to find it.
 23 Did you? Oh, look at you, copying and pasting
 24 dynamo. Okay.
 25 And we'll also do the value statements

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1 that things are based on. Is that okay with you,
 2 Chair Gipson? I'll take that as a yes. Usually,
 3 you tell me no, if it's no.
 4 THE CHAIR: Because I think it's going to
 5 disappear off my screen any moment. Yes, that's
 6 fine.
 7 VICE CHAIR CARRILLO: We're really proud
 8 of this work that we've worked so many months on,
 9 and with Naomi back in Washington, and all of us
 10 just kind of working together, hashing out ideas,
 11 fine-tuning language. It was a super fun process,
 12 and we learned a lot about each other, and I'm very
 13 proud of this Commission and the way we work
 14 together, because I see other bodies and school
 15 boards and districts around the state, and they
 16 don't hold a candle to us. So yay us.
 17 SECRETARY BECK: I think we used a lot of
 18 it today in our issues brought forth before us.
 19 VICE CHAIR CARRILLO: All-righty then.
 20 The action, I -- there's more words
 21 appearing on my screen.
 22 Okay.
 23 I move that the PEC adopt the following
 24 Mission, Vision, and Value Statements.
 25 Our Vision: All students and families

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1 residing in New Mexico, regardless of background or
 2 circumstance, will experience equitable access to a
 3 diverse array of innovative, high-quality public
 4 schools, where students will learn, thrive, and
 5 realize their full potential.
 6 Our Mission: Authorize and support public
 7 charter schools for innovative, equitable,
 8 choice-driven education, where all New Mexico
 9 students learn and thrive.
 10 And the statements that guide our work,
 11 our Value Statements.
 12 Our Value Statements set the tone for how
 13 we operate and how we expect New Mexico
 14 State-authorized charter schools to operate and
 15 communicate with us and their communities.
 16 Transparency: Maintaining open
 17 communication with stakeholders and promoting a
 18 culture of openness by displaying a clear
 19 understanding of how and why decisions,
 20 expectations, processes, protocols, and actions are
 21 made.
 22 Consistency: Cultivating uniformity in
 23 processes and decisions with a commitment to
 24 fostering an environment defined by trust,
 25 predictability, and best practices.

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1 Respect: Upholding a culture of dignity
 2 and consideration for every individual, school,
 3 community, and all applicable laws, with diligence
 4 toward honoring and understanding the schools in our
 5 portfolio.
 6 Student-centered excellence: Prioritizing
 7 and supporting the success, growth, and well-being
 8 of every New Mexico State-authorized charter school
 9 student through a culture of continuous improvement
 10 and high standards and expectations.
 11 And, finally, Equity and inclusion:
 12 Ensuring every student has access and
 13 opportunity to a quality education by advocating for
 14 State-authorized charter schools to have all the
 15 resources, funds, and supports to enroll, educate,
 16 and support every student, irrespective of their
 17 race, ethnicity, socioeconomic status, gender, or
 18 ability.
 19 COMMISSIONER BRAUER: I second.
 20 THE CHAIR: There's a motion by
 21 Commissioner Carrillo and a second by Commissioner
 22 Brauer.
 23 SECRETARY BECK: Commissioner Taylor.
 24 COMMISSIONER TAYLOR: Yes.
 25 SECRETARY BECK: Commissioner

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1 Clahchischilliage.
 2 COMMISSIONER CLAHCHISCHILLIAGE: Yes.
 3 SECRETARY BECK: Commissioner Ingham.
 4 COMMISSIONER INGHAM: I was going to say
 5 "Absolutely."
 6 SECRETARY BECK: Vice Chair Carrillo.
 7 VICE CHAIR CARRILLO: Yes.
 8 SECRETARY BECK: Secretary Beck, yes.
 9 And acknowledging the ex-Chair and
 10 Commissioner Brauer.
 11 COMMISSIONER BRAUER: Yes.
 12 SECRETARY BECK: And the current Chair
 13 leading us, Chair Gipson.
 14 COMMISSIONER GIPSON: Yes.
 15 SECRETARY BECK: There are seven votes
 16 for, zero votes against.
 17 The motion passes.
 18 THE CHAIR: Thank you. Thank you. Yeah,
 19 it was a lot of work.
 20 Item No. 21, Discussion and Possible
 21 Action to Provide Guidance Related to Payment of
 22 Instructional Materials, Including Chromebooks.
 23 We had a discussion about this yesterday.
 24 The only thing -- the only thing that I'm going to
 25 add is based on a comment that was provided today in

<p style="text-align: right;">298</p> <p>1 the fact that these -- these are not school 2 supplies, they're not pencils and tissues and 3 crayons. 4 And I fully understand. And I think it's 5 appalling that the -- across the country, parents 6 are being asked to provide more and more of the 7 school supplies for their kids to go to school, you 8 know. It's posted in the newspapers, you know. 9 Here's -- Las Cruces Public Schools. Here's the 10 supply list. If your student's in ninth grade, 11 tenth grade... 12 And I acknowledge that. Budgets are 13 stressed -- or stretched. 14 This says "Light Chromebooks." 15 It is any digi- -- anything that this 16 is -- this is an instructional material. It is not 17 a school supply. If it's a school supply, it's an 18 option, you know. But this is required. This is a 19 key component to a school's instruction to have this 20 device. 21 So I strongly support the guidance going 22 out that families should not be asked to -- or 23 required to provide a device for instructional 24 materials. That's the school's obligation to 25 provide anything related to instruction.</p>	<p style="text-align: right;">300</p> <p>1 Chromebooks? Wasn't there PED legislation to do 2 that? No? 3 THE CHAIR: As far as I know, there is no 4 rule that speaks to that. I can say, on my part, 5 I've asked -- I can't count how many times I've 6 asked for guidance in regards to that. And I've 7 gotten little to no response. 8 So I'm going to say there is no PED 9 guidance on this; otherwise, they would have said, 10 "Well, here, this is our guidance on it." 11 So there isn't, to my knowledge. 12 So, once again, I think we're standing in 13 the forefront and not catching up. 14 COMMISSIONER BRAUER: Madam Chair, I just 15 wanted to acknowledge that I agree with your nuance 16 that you just mentioned between pencils, papers, 17 chalk. It's different -- I'm throwing that back. 18 I'm an old enough person that I used that when I was 19 a teacher and student. 20 Those are different than requiring a 21 computer. I do think it's at the same time when 22 those really fancy Texas Instrument calculators came 23 out. There is a degree of inequity if you're 24 expecting a student to purchase that, or a parent, 25 and then somebody gets the Cadillac version that can</p>
<p style="text-align: right;">299</p> <p>1 VICE CHAIR CARRILLO: Are you, like, ready 2 to -- 3 THE CHAIR: I am. 4 VICE CHAIR CARRILLO: Well, when that 5 thought's complete, let us know, and we're there. 6 It's not part of a motion or anything. 7 But I would just ask that schools -- I don't know -- 8 teach their kids and families how to take care of 9 their Chromebooks, because they really should last 10 while they're at the school, for all intents and 11 purposes. 12 THE CHAIR: I agree. And I think because 13 we did touch on that yesterday, and, you know, we 14 talked about what you do with a textbook. Because 15 you do make a condition assessment. And I think the 16 same thing would hold true with this, that you note 17 the condition when the device was given out. 18 And there's a guidance on what is expected 19 normal use and what is unusual and unexpected use. 20 And I think just with -- just as any other 21 instructional material, the property of the school, 22 there is appropriate action you can take if there's 23 been an abuse of that material. 24 COMMISSIONER INGHAM: Can I ask? This was 25 also PED requirement, isn't it? Or the providing of</p>	<p style="text-align: right;">301</p> <p>1 do all the parabolas and quadratic equations, and 2 little old me, I have the one that just has the 3 numbers on it. 4 I think there's equity involved in that, 5 too, that every student receives the tools that are 6 required in the context of that class, and that 7 Chromebooks and computers now are the textbooks, you 8 know. Asynchronous learning is all done on that. A 9 lot of research is done on that. 10 So I just wanted to commend you for making 11 that nuance. 12 THE CHAIR: Thanks. And I also -- you 13 know, I heard the response. "We would provide if a 14 family can't afford it." 15 But yesterday, we talked about that being 16 one of those chilling factors. You know, is there 17 going to be a control number on it so I know that 18 this one has one provided by the school and -- yeah. 19 And I think there's levels of everything. 20 So, "I got the newer one. I got the 21 fancier one." Everyone should have the same, so 22 that there's -- someone's not sitting there in the 23 classroom feeling like they're different than 24 others. 25 VICE CHAIR CARRILLO: Like kids being</p>

<p style="text-align: right;">302</p> <p>1 given a cheese sandwich at lunch. Sort of -- did we 2 have something that we were going to put -- either 3 have schools put on their websites or something, 4 where they couldn't have language that said, "You 5 will be issued a Chromebook, but you may, you know, 6 have a" -- was there? 7 THE CHAIR: That's what this guidance 8 would -- 9 VICE CHAIR CARRILLO: Eliminate. 10 THE CHAIR: -- would tell them, that they 11 can no longer have a requirement on their website -- 12 a requirement, whether it's on their website or not. 13 They can't have a requirement that families must 14 purchase a digital device. 15 VICE CHAIR CARRILLO: Got it. Perfect. 16 Okay. You want to make this motion, since it's -- 17 THE CHAIR: Okay. Sorry. I'm getting 18 tired. 19 SECRETARY BECK: Really? 20 THE CHAIR: Yeah. 21 I move that the Chair provide guidance to 22 State charter Schools, indicating that technology, 23 including Chromebooks, are instructional materials 24 and must be a school expense, not an expense passed 25 on to students or families.</p>	<p style="text-align: right;">304</p> <p>1 to be in record time. 2 THE CHAIR: I hope so. 3 DIRECTOR CORINA CHAVEZ: There's two 4 documents that are in your folder. Ms. -- 5 Dr. Russell is going to share the organizational 6 chart with you. 7 We got another position, which we need, 8 because there are staff that are doing a ton of 9 travel. When somebody's out sick, it really hits us 10 hard. And, yes, our staff are under a union as 11 well. 12 So -- yes, they are. 13 So we need additional staff as our 14 portfolio continues to grow, as we continue to try 15 to meet the needs of the Commission. 16 We had a new Ed Admin A position within 17 the Charter Schools Division, and we interviewed and 18 made an offer, and she accepted. So Diana Serna is 19 not here because she's a teacher still finishing out 20 her school year. But she will begin June 10th. So 21 you-all will meet her, definitely, after that when 22 she starts. 23 We have a vacant position. As you all 24 know, Jessica resigned to take on a position with 25 the State Land Office. It's a promotion for her.</p>
<p style="text-align: right;">303</p> <p>1 VICE CHAIR CARRILLO: Second. 2 THE CHAIR: There's a motion by 3 Commissioner Gipson, a second by Commissioner Beck. 4 SECRETARY BECK: Yeah, sure. 5 Chair Gipson. 6 THE CHAIR: Oh, I'm sorry -- yes. 7 SECRETARY BECK: Vice Chair Carrillo. 8 VICE CHAIR CARRILLO: We could probably 9 not even have to do roll. 10 Yes. 11 SECRETARY BECK: Commissioner Ingham. 12 COMMISSIONER INGHAM: Yes. 13 SECRETARY BECK: Commissioner 14 Clahchischilliage. 15 COMMISSIONER CLAHCHISCHILLIAGE: Yes. 16 SECRETARY BECK: Commissioner Brauer. 17 COMMISSIONER BRAUER: Yes. 18 SECRETARY BECK: Commissioner Taylor. 19 COMMISSIONER TAYLOR: Yes. 20 SECRETARY BECK: Secretary Beck, yes. 21 There are seven votes for, zero votes 22 against. The motion passes. 23 THE CHAIR: Thanks. We are on to Item 24 No. 22. 25 DIRECTOR CORINA CHAVEZ: Yeah. It's going</p>	<p style="text-align: right;">305</p> <p>1 And that agency gets to have a hybrid schedule, so 2 she gets to work from home three days a week. 3 So congratulate Jessica for the promotion, 4 and we are sorry to see her leave. But we are so 5 happy that we have Consuelo as your new liaison. 6 And she is on top of it. She's already processing 7 some travel. So thank you all for welcoming her, 8 and thank you, Consuelo, for already getting on it 9 and working really hard. 10 We have a couple of open positions, 11 because Ms. Brown was hired and -- as -- for the 12 position that oversees the Options for Parents and 13 Families' work and the Technical Assistance and 14 Training. I don't know if you all are aware, Missy 15 Brown is the Ed Admin Supervisor. So we 16 congratulate her, and this leaves open her position. 17 That position is posted. We're collecting 18 resumes and applications right now. 19 We also have a TA and Training Practices 20 position, an Ed Admin O, that is vacant, that we're 21 also collecting. And you also know that 22 Dr. Kimberly Faulkner is also a new hire for our 23 division. 24 So that's the update on staff. 25 And did I mention that Lucy Valenzuela,</p>

<p style="text-align: right;">306</p> <p>1 the reason why we have that open position is -- in 2 Technical Assistance and Training is because Lucy 3 was appropriated to Ed Admin A Authorizing Practices 4 Administrator in the authorizing team. 5 So congratulations for the promotions, the 6 new hires, a couple of more people coming on. 7 And, you know, at the PED, when I first 8 started, the Cabinet team was completely different. 9 So there's a high turnover at the PED. It's not an 10 easy place to work. We are struggling through some 11 issues. 12 I've seen some improvements. I continue 13 to have hope that we will all see improvements 14 moving forward. But I'm extremely proud of the team 15 we have at CSD and continue to work on building our 16 capacity to support you all and to have high quality 17 work. 18 That's the update on CSD staff positions. 19 THE CHAIR: Okay. 20 DIRECTOR CORINA CHAVEZ: Yeah. 21 VICE CHAIR CARRILLO: How come we don't 22 have hybrid schedules at PED? Wouldn't that be 23 something that would be really attractive to new 24 employees? 25 DIRECTOR CORINA CHAVEZ: Correct. But we</p>	<p style="text-align: right;">308</p> <p>1 La Tierra was \$113,560.10. 2 And so I -- you know, I'm sitting here 3 thinking how many other schools need to digitize 4 their records. And I am going to ask Marcy to do a 5 session at the -- at the conference, or somebody to 6 do that, on, like, record-keeping, digitizing your 7 reports and having and disposing of your assets in 8 accordance to a schedule, so you don't have a garage 9 or a separate little building full of all kinds of 10 things that need to be disposed of. 11 It was a mess. And I don't know how else 12 to do it other than to tell the story and say 13 don't -- don't put yourself in this position. 14 THE CHAIR: Or all those molds in your 15 basement. 16 DIRECTOR CORINA CHAVEZ: I'm going to ask 17 Missy to talk about the Mabry Hall update. 18 MS. MELISSA BROWN: Okay. So the 19 Mabry Hall update, we have been asking for it to be 20 done before this meeting. That did not happen. 21 The ITConnect people are having issues -- 22 internal issues -- with their programmer. They are 23 pushing to get it complete. So they're going to get 24 back to us on Monday. Hopefully, by May. 25 THE CHAIR: There's always Monday.</p>
<p style="text-align: right;">307</p> <p>1 are an office of the Governor, and the Governor has 2 called us all back full-time, in person. We do have 3 an Albuquerque office. I don't know if I've 4 mentioned this before. It's been tremendously 5 helpful for our Albuquerque staff to work closer to 6 home and not have to do the commute. 7 THE CHAIR: So Land Office is an elected 8 position, so her interpretation is because she's not 9 a Governor's appointee, she does not have to comply 10 with the fully 100 percent in person. 11 VICE CHAIR CARRILLO: Got it. Thank you. 12 THE CHAIR: And she's -- yeah. 13 DIRECTOR CORINA CHAVEZ: All right. So I 14 want to move over to the La Tierra Montessori School 15 Closure Plan. I've updated the document in your 16 folder. It's 100 percent complete. 17 And at the bottom of the document is a 18 wrap-up of the cost associated with closing the 19 school. We paid for a contracted school liaison 20 position who helped us dispose of assets and manage 21 some of the student records, et cetera. And we also 22 paid to digitize the student records, because we 23 have to keep that in-house for in case anybody calls 24 to verify employment or enrollment. 25 So the total amount we've spent closing</p>	<p style="text-align: right;">309</p> <p>1 VICE CHAIR CARRILLO: All right. I can't 2 miss an opportunity. 3 THE CHAIR: Tell us. 4 VICE CHAIR CARRILLO: So I'm sorry that 5 ITConnect is having issues. And maybe they need to 6 have a little retreat to take care of those issues 7 so we can get the work done that we've been promised 8 to get done more than a year and a half ago. 9 If they need us to bring them some sweet 10 rolls and coffee in the morning, we're happy to do 11 so. But I just hear stuff like that, and it just 12 makes me go crazy. You know, Missy, it makes me go 13 crazy. 14 You know, it's not on you by any stretch. 15 If all this could be done or completed by the end of 16 May, boy, that would be, like, really something, 17 because Tim -- he expressed something very sensitive 18 and personal to me. I mean, he expressed this to 19 me. 20 He is really not liking that the only 21 thing that people get to see is the back of his head 22 where he's losing some hair. And he's -- he takes 23 that very personally. 24 COMMISSIONER BRAUER: Commissioner 25 Carrillo, I have to stop you there. I have to stop</p>

<p style="text-align: right;">310</p> <p>1 you right there. I was targeted for an entire year. 2 He's only been four months. 3 VICE CHAIR CARRILLO: And I don't have 4 white hair, but it looks like it's on fire, because 5 that's the only thing people see. 6 So if they need a massage or something at 7 ITConnect, we'll help them. 8 MS. MELISSA BROWN: For the record, may I 9 ask what color your hair is? 10 VICE CHAIR CARRILLO: It's platinum. 11 MS. MELISSA BROWN: Thank you. 12 VICE CHAIR CARRILLO: Thank you. 13 DIRECTOR CORINA CHAVEZ: This was not on 14 the agenda. But we have a newsletter that we're 15 getting ready to publish. I'd love to be able to do 16 a story on your adoption of your Mission, Vision and 17 Value Statements, if you give me permission. 18 VICE CHAIR CARRILLO: I think that would 19 be great. 20 THE CHAIR: Interview Commissioner 21 Carrillo. 22 DIRECTOR CORINA CHAVEZ: Okay. Thank you. 23 That's it for Charter Schools Division. 24 THE CHAIR: Okay. So are we -- are we 25 done with that? Okay.</p>	<p style="text-align: right;">312</p> <p>1 called him that a roof collapsed. 2 So, you know, it was -- and I appreciated 3 the fact that he literally, I think, turned -- I 4 don't know if he was on I-25 or not, but he turned 5 around and headed right to that school. 6 COMMISSIONER INGHAM: I was on I-25 and 7 immediately (inaudible). (Off-mic.) 8 THE CHAIR: So I appreciate every effort 9 he's making in trying to -- it's a tough process. 10 And we are very grateful that no one was hurt in 11 that. 12 It was a Sunday. There was -- so it's -- 13 everything was in line. So really, really 14 appreciate that. 15 Has PCSNM hung in with us? 16 I shut my computer off, so I don't have 17 the Zoom on. Yeah? 18 MS. VALERY RATLIFF-PARKER: Good evening. 19 Can you all hear me? 20 THE CHAIR: We can. 21 MS. VALERY RATLIFF-PARKER: I set my clock 22 right here. It says 4:59. 23 THE CHAIR: Yup. Mine says 4:59 and a 24 half. 25 MS. VALERY RATLIFF-PARKER: I see that</p>
<p style="text-align: right;">311</p> <p>1 Report from the Chair. I'm going to make 2 this, hopefully, as quick as I can. 3 Update on the meeting with the Secretary 4 on the PEC Budget. 5 The Executive Committee had a call two 6 weeks ago with the -- with the Secretary. It was a 7 positive call. On the less than positive side, he 8 said he'd get back to us in a couple of days, and he 9 has not. 10 In an e-mail, though -- I had to forward 11 him something else -- I reminded him that we're 12 still awaiting his feedback. So I will nudge again 13 during this week. 14 I am participating with the Director and 15 Matt Pahl, Naomi, Tim Gunner and a number -- on a -- 16 on a webinar for the CSP Grant. It's a federal 17 Webinar. I have 30 seconds on the script to speak. 18 So thank you very much. 19 And I think you all know -- I'll morph 20 into school concerns. 21 Explore Academy unfortunately had their 22 roof collapse on a gymnasium that they were in 23 construction with. We were talking to Commissioner 24 Ingham before, and I said -- I know this probably 25 doesn't sound right. But he was so excited when I</p>	<p style="text-align: right;">313</p> <p>1 Commissioner Brauer put on his hat. So that means 2 it's almost time to go. 3 I'm going to go fast. 4 I'm back in Las Cruces. I'm sorry I 5 couldn't be there in person, but I did just want to 6 give you a few updates since last month's meeting, a 7 couple of CSP updates. 8 We had a field trip on Thursday, the 11th 9 of April. It was a roundtable as part of the CSP 10 grant, and we conducted a field trip to Siembra 11 Leadership Academy and Amy Biehl, and we walked from 12 one to the other with about 20 school personnel from 13 schools from across Albuquerque and Las Cruces. 14 And we had a lot of positive feedback 15 after visiting the -- it's a pretty dynamic school. 16 So that was great. 17 We'll switch between virtual roundtables 18 and in-person field-trip roundtables as well. 19 And another CSP update, we have 20 19 applications for our two expansion sub-grants to 21 award, which is a lot of applications for only two 22 awards. And after yesterday's conversation, it 23 looks like we might potentially have six applicants 24 for the two new charters awards, if they can make it 25 through the application process.</p>

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1 So those are a couple of CSP updates.
 2 A few other updates. Yesterday, there was
 3 a conversation about the waivers. But there is the
 4 nondiscretionary waiver that some schools are
 5 exercising to use with the new rule that came out.
 6 And we have seen some inconsistent recognition of
 7 that length-of-day school waiver, per the Policy
 8 Department. And the Policy has preferred the
 9 length-of-day nondiscretionary waiver of the charter
 10 schools. But different schools are hearing
 11 different things as they move through the budget
 12 process.
 13 So it's just an FYI for the Commission,
 14 because it does -- using those nondiscretionary
 15 waivers allows the schools to be innovative and
 16 leverage their autonomy.
 17 Another update: Commissioner Gipson and I
 18 will actually be going to Deming to work with the
 19 authorizer -- the local authorizer to make sure that
 20 those authorizing practices are equitable.
 21 And, finally, the budget. We would like
 22 for the PEC to be aware that the funding levels set
 23 by the Legislature were substantially lower than
 24 recognized by us. Currently, while the schools are
 25 working through their budgets, it's impacting them

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1 in a number of ways and should definitely be
 2 recognized by the Commission next year, if possible.
 3 And that's --
 4 THE CHAIR: I was on a Zoom call. I
 5 didn't know I was going to Deming. So thanks for
 6 that.
 7 MS. VALERY RATLIFF-PARKER: I think the
 8 charter leader in Deming said you were going. So I
 9 assumed that you were going.
 10 THE CHAIR: Well, I acknowledged that I
 11 would be there. But I guess it wasn't specified
 12 that it wasn't in person. So, okay. Okay. Thanks
 13 for that.
 14 Okay.
 15 MS. VALERY RATLIFF-PARKER: You're
 16 welcome.
 17 THE CHAIR: Forty-five minutes to an hour.
 18 It's not bad. It's just I-10 and trucks. It's not
 19 a pretty ride.
 20 Okay. Discussion and Possible Action to
 21 Provide Input to the Chair or Liaison to Speak on
 22 Behalf of the Public Education Commission.
 23 I don't think we've got anything at this
 24 point in time. Okay.
 25 Discussion of Legislative Initiatives for

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1 the 2025 Session.
 2 I think that really requires when we're
 3 fresher. The only thing I'm going to ask is based
 4 on, very particularly, today, I think we have to
 5 work on something to give someone the capacity to
 6 take over a board.
 7 Right now, there is -- the Cabinet
 8 Secretary took that out of the Rule. We provided
 9 comment asking for that not to be taken out of the
 10 Rule.
 11 Traditional school districts, their boards
 12 can be taken over by the Cabinet Secretary. There
 13 is nothing that can happen to a charter school board
 14 besides closing the school.
 15 There is a -- there is a deep gap there.
 16 So I think that's something that we need to look at
 17 to see what -- what could be done and what it looks
 18 like.
 19 VICE CHAIR CARRILLO: On that, because
 20 it -- in the near term, should we be confronted with
 21 a situation, I mean, I would ask our counsel to look
 22 at things that we can do. And I would use that old
 23 axiom, it's sometimes just better to say I'm sorry
 24 than to get permission, if we need to do the right
 25 thing.

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1 I know we'd ruffle feathers and things.
 2 But it's just what -- what can we do besides wait
 3 for the next legislative session on that?
 4 How -- okay. So transportation. We've
 5 brought this up a number of times to see that
 6 districts -- that charter schools within a given
 7 district are supported in their transportation
 8 needs. What needs to happen next and soonest to
 9 draft legislation, get a senator and a rep, or a
 10 couple, on board.
 11 I've never tried to introduce legislation,
 12 so I don't know how that happens.
 13 THE CHAIR: Okay. We have a subcommittee
 14 on transportation. So I would recommend that that
 15 subcommittee come with some recommendation for what
 16 appeal needs to be put into that legislation.
 17 VICE CHAIR CARRILLO: Who's the chair of
 18 our subcommittee on transportation?
 19 THE CHAIR: I can't -- I know there's a
 20 list.
 21 VICE CHAIR CARRILLO: We need to jump on
 22 that. I don't want it to be November, and we don't
 23 have that.
 24 Same thing with food service and same
 25 thing with the PEC's relationship with PED is a

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1 polite way to --

2 THE CHAIR: Say that again.

3 VICE CHAIR CARRILLO: The PEC's

4 relationship with PED.

5 THE CHAIR: I thought there was something

6 that came before that.

7 VICE CHAIR CARRILLO: Food service.

8 THE CHAIR: Oh, no. I thought there was

9 something that better explained the PEC/PED

10 relationship part. But there wasn't. I thought I

11 missed something, and I didn't. Okay.

12 VICE CHAIR CARRILLO: No. Some things

13 are, and some things may morph into something else.

14 But, anyway, I don't want it to wait till November.

15 COMMISSIONER INGHAM: Can I mention, as

16 far as legislative asks, I really am going to

17 investigate and see what it's going to take to get

18 legislative action to have the charter schools have

19 the same access to capital by -- by using the --

20 the -- the -- what is it? -- yeah -- bonding, by

21 being backed by the Permanent Fund.

22 THE CHAIR: Right. Okay. Thank you.

23 Before everyone gets out the door -- I

24 feel like I'm going to be the only person here. A

25 reminder you don't have to say anything.

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1 Any comments? Okay. Let's move on.

2 New Business Topics for the Next Agenda.

3 Okay.

4 Motion to adjourn?

5 COMMISSIONER BRAUER: So moved.

6 THE CHAIR: All in favor.

7 (Commissioners so indicate.)

8 THE CHAIR: We are adjourned. Thank you

9 so much.

10 COMMISSIONER BRAUER: Thank you, all.

11 (Proceedings concluded at 5:08 p.m.)

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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

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7 REPORTER'S CERTIFICATE

8 I, Cynthia C. Chapman, RMR, CCR #219, Certified

9 Court Reporter in the State of New Mexico, do hereby

10 certify that the foregoing pages constitute a true

11 transcript of proceedings had before the said

12 NEW MEXICO PUBLIC EDUCATION COMMISSION, held in the

13 State of New Mexico, County of Santa Fe, in the

14 matter therein stated.

15 In testimony whereof, I have hereunto set my

16 hand on April 30, 2024.

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25 Job No.: 9093N (CC)

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19 *Cynthia Chapman*

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